DOCUMENT RESUME

ED 275 680 SP 028 328

AUTHOR Gray, Howard, Ed.
TITLE Proceedings of the Intermountain Leisure Symposium (7th, Ogden, Utah, November 20, 1986).
INSTITUTION Weber State Coll., Ogden, Utah.
PUB DATE 20 Nov 86
NOTE 80p.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Exercise; *Leisure Time; Management Systems; Marketing; *Parks; Physical Fitness; *Program Development; *Recreation; *Research Projects

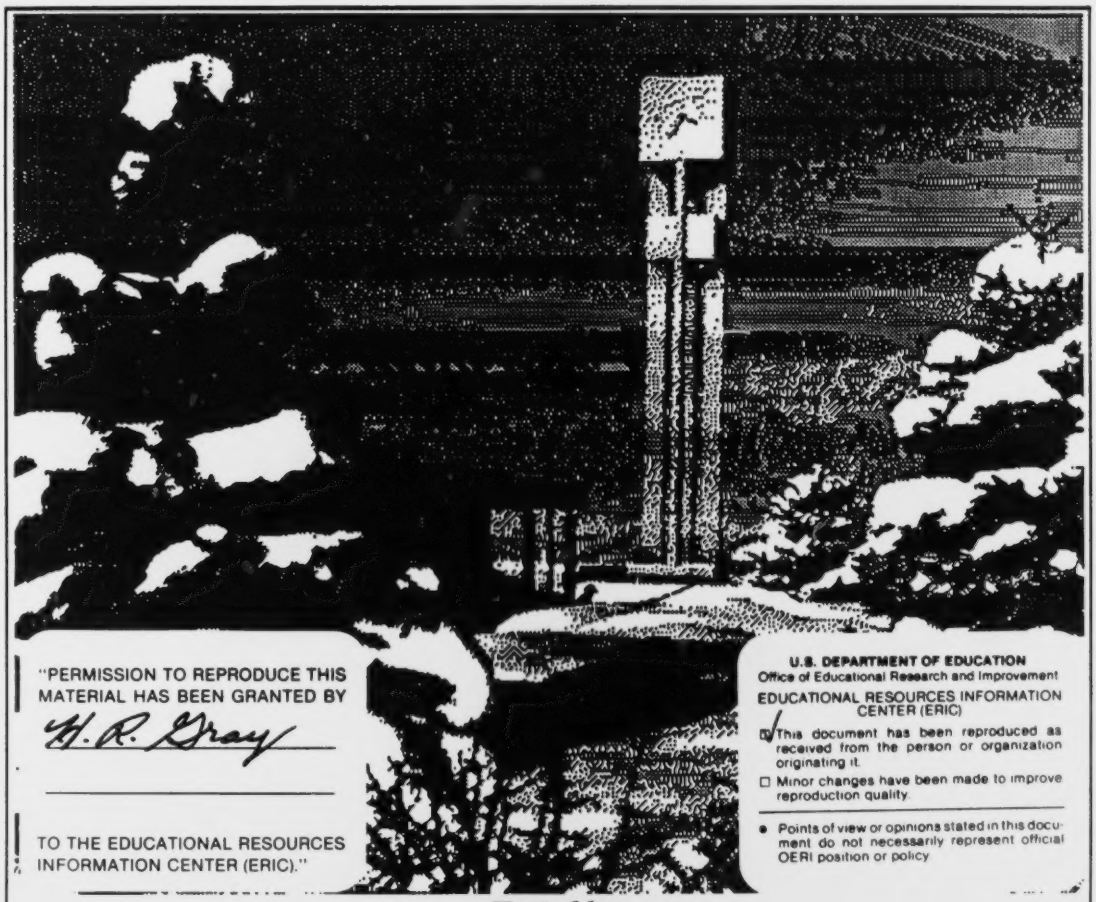
ABSTRACT

This publication contains 24 invited papers on leisure, parks and recreation issues. The papers include professional perspectives that range from the hands-on practical issues to innovative research projects and practical program developments that were prepared especially for the symposium. Among the papers included are: (1) "A Professional Paradox: Stress, Mediation and Recreation (Larry Beck); (2) "Physiological Change and Effects of Exercise on the Aged" (Jess Caudillo); (3) "A Consumer's Guide to Exercise Classes" (Utah Governor's Council on Health and Physical Fitness); (4) "Motivating Employees: Do You Have a Productivity Disease?" (Dale Cruse, Donna Thorson); (5) "Recreators: The Key to Fitness Compliance?" (Steven Dunn); (6) "Private Foundation Grant Writing" (Craig W. Kelsey); (7) "Recreation and Health Styles" (Mike Vandergriend, Jeri Muse); (8) "Marketing: Using Data to Tell the Park, Recreation and Leisure Services Story Persuasively" (Larry Neal); (9) "National Community Education Association Membership Survey: Basic Demographics" (Burton Olsen); (10) "Marketing Audiences for National Park Concessionaries" (Donald W. Wardner); and (11) "An Area Realignment Study of Virginia Special Olympics" (Joseph L. Wilson). (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED275680

SEVENTH
INTERMOUNTAIN
LEISURE
SYMPOSIUM



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. R. Gray

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Hosted by
WEBER STATE COLLEGE
November 20, 1986
Sponsored by

Brigham Young University • Utah State University • University of Utah,
Weber State College • Utah Recreation Therapy Association
Utah Recreation Park Association

Director — **Dr. Gary Willden**

Editor — **Dr. Howard Gray**

SP028 324

BEST COPY AVAILABLE

PREFACE

It is with pride that we report on our stewardship for the proceedings of the 1986 Intermountain Leisure Symposium (ILS) on leisure, parks and recreation issues. This seventh annual symposium includes two dozen (24) invited papers in the proceedings. These include professional perspectives that range from the hands-on practical issues to innovative research projects and practical programs developments that have been prepared especially for the symposium.

The 1986 Intermountain Leisure Symposium was sponsored and hosted by Weber State College under the chairmanship of Dr. Gary Willden. Co-sponsors for the ILS include: The University of Utah (ILS host 1980 and 1981), Brigham Young University (ILS host 1982 and 1983), Utah State University (ILS host 1984 and 1985), University of Colorado, University of Wyoming, University of Idaho, San Diego State University, Utah Recreation and Parks Association, and Utah Recreation Therapy Association.

We express professional appreciation to those participating in the symposium. The ILS was initiated by the University of Utah in 1980 and has expanded in scope over the seven years of its existence. The quality of research, innovative projects and programs have received national recognition among our colleagues. Our mission statement continues to focus on enhancing professional growth and awareness of the leisure, parks and recreation issues within our intermountain area!

Gary D. Willden
ILS Director

Craig W. Kelsey
ILS Program Editor

Howard R. Gray
ILS Editor

TABLE OF CONTENTS

Preface i

Table of Contents ii

A Professional Paradox: Stress, Mediation and Recreation .
Larry Beck 1

A Comparative Study of the Perceptions of Leisure Held By Members of the Community Recreation Leadership Team in Alberta Municipalities
Russell E. Brayley and Burton K. Olsen 4

Physiological Change and Effects of Exercise on the Aged
Jess Caudillo 7

A Consumer's Guide to Exercise Classes
Utah Governor's Council on Health and Physical Fitness 11

Friluftsliv-Nature Life...As an Alternate Way of Life
Tom Cammermeyer 12

Healthy Family - A Contradition of Terms?
Ted Coleman 14

It's Not Enough To "Do Good" Anymore
John Crossley 16

Motivating Employees: Do You Have a Productivity Disease
Dale Cruse and Donna Thorson 19

Recreators: The Key to Fitness Compliance?
Steven Dunn 22

In Search of Rescue
Daniel L. Dustin 25

Professional Images: Impressions of Summer Job Seekers
Gary Ellis, Andy Hoff and John Crossley. 27

Mind Trainer: A Systematic Program for Achievement in Business or Recreation
Richard D. Gordin 32

Marketing Practices of Megatrend and Other Selected Benchmark Cities
Jess Heppler and Vern Holte 35

Private Foundation Grant Writing
Craig W. Kelsey 40

Recreation and Health Lifestyles
Mike Vandergriend and Jeri Muse 43

Setting Standards for Quality
Daniel Mc Lean 44

Marketing: Using Data to Tell the Park, Recreation and Leisure Services Story Persuasively
Larry Neal 47

Adult and Community Education Programming in Recreation
Dennis A. Nelson 54

National Community Education Association Membership Survey: Basic Demographics
Burton Olsen 56

Lost - Now What?
Glen C. Parker 60

We Have Recognized the Enemy
Donald Peterson 63

Marketing Audiences for National Park Concessionaries
Donald W. Wardner 66

An Area Realignment Study of Virginia Special Olympics
Joseph L. Wilson 70

BEST COPY AVAILABLE

A PROFESSIONAL PARADOX: STRESS MEDIATION AND RECREATION

Larry Beck, San Diego State University

Abstract

Using the Type A behavioral pattern as an illustration, this paper presents characteristics of stressful living and the consequences of negative stress. The paradox that some recreation activities may actually increase rather than decrease negative stress is analyzed. The leisure services profession is challenged to establish recreation programs which do not contribute to stressful living.

Introduction

One of the negative consequences of living in a high technology world is stress. The Type A personality is a behavioral manifestation of stressful living. The affliction originated as a result of life in a fast-paced, industrialized environment. Americans tend to live on the edge of their seats. The Type A syndrome is a useful illustration of stressful behavior because this particular concept is well-documented and easily understood. Research on the Type A personality pattern was initiated soon after cardiologists Meyer Friedman and Ray Rosenman were notified by an observant upholsterer of the unique condition of their office furniture. Only the front edges of chair seats in their reception room for heart patients had been worn down.

Type A Characteristics Representative of Stressful Living

Type A individuals are characterized by a chronic sense of time urgency, an obsession with numbers, an insecure status, and an aggressive or hostile personality. These are people who are always in a hurry. They take great pride in the number of their accomplishments, have a high level of job involvement, tend to talk primarily about themselves and those subjects which interest them, and are often loud, aggressive, and theatrical. Just about everyone knows someone who fits this description.

According to Friedman and Rosenman (1974), approximately fifty percent of the American population exhibits Type A behavior. Forty percent of the population expresses the Type B personality, while ten percent possess mixed characteristics. The Type B individual is free of the habits and tendencies descriptive of the Type A. The Type B behavioral pattern is represented by those who do not suffer a sense of time urgency, do not showcase achievements, recreate to find fun and relaxation, and do not feel compelled to challenge others to prove their superiority. The Type B person tends to be more relaxed and less aggressive than the Type A.

Cultural Transitions and the Internalization of Stress

Stress-related health problems may be traced to major cultural transitions. The fight-or-flight response of our ancestors was an appropriate outlet for stress. When confronted with a disturbing situation prehistoric humans reacted as follows: adrenaline was released, breathing became rapid, muscles tensed, heartbeat increased, and they were primed for action. The outlet for this inner tension was in either fighting or running; fight-or-flight. Unfortunately, this same response is not generally appropriate in a modern, industrial society. When confronted with a stressful occasion there is not a proper outlet for the fight-or-flight response. Stress is internalized.

Several aspects of the Type A personality, such as a chronic sense of time urgency and aggressive tendencies, contribute to the creation of stress. Yet the harried Type A person does not have an outlet for this internalized frustration and hostility. The resulting condition accentuates the wear and tear of the organism and increases susceptibility to illness.

Consequences of Stressful Living

Type A personality traits contribute to stress-related symptoms. The physical results of stressful living may include migraine headaches, allergies, ulcers, muscular tensions, constipation, high blood pressure, diabetes, cancer, and artherosclerosis (Geba, 1985). Ultimately, intense Type A behavior may lead to coronary heart disease and heart attack (Friedman and Rosenman, 1974). Stress also causes fatigue, confusion, insomnia, and irrational irritation (Bannon, 1982).

According to the American Academy of Family Physicians, stress induced problems account for two-thirds of the office visits to family doctors (Wallis, 1983). This situation is a revealing commentary and indicates the high percentage of Type A individuals in this country. Less developed nations, however, do not exhibit a high proportion of stress-related diseases. Still, a highly technological society does not necessitate a highly stressed society. How people cope with stress influences overall morale, social functioning, and health. The Type B person, opposite of the Type A, does not live life in a frenzy and is significantly less likely to suffer from coronary heart disease and other stress-induced symptoms (Friedman and Rosenman, 1974). Furthermore, the Type B behavior pattern does not imply laziness. Type B individuals are often competent and dedicated in their pursuits.

Regardless, the hard-driving Type A personality is socially acceptable in this country. The behavior pattern is often praised and tends to typify the American way.

Contributions from the Recreation Profession

As individuals, and as leisure service professionals interested in the welfare of members of our community, it is important to understand the relationship between stress and recreation. Stress may occur when a person is in love, involved in an exciting recreation activity, or under the pressure of an important deadline. Yet, good stress ("eustress") places far fewer demands on the body and invigorates one's life (Selye, 1975). Negative stress ("distress"), on the other hand, may destroy a person's life through stress-induced disease.

The recreation profession is in a unique position to alleviate the symptoms of negative stress. To most

effectively serve others, however, leisure services professionals must avoid the negative consequences of stress. For many people in this field avoiding stress is difficult.

Recreation professionals have concerns about employment in a low-status occupation, the constraints of tight budgets, working while others are playing (evenings, weekends, and holidays), and the high personal demands of the profession (Grossman and Heywood, 1982). Characteristically, the recreation professional is a high achiever who strives to do consummate work. Intense job dedication is one of the components of the Type A personality. Furthermore, recreation employment is similar in nature to other helping professions and there is potential for job burn-out.

Still, recreators should be able to act as role models for the public they serve. This necessitates an understanding of the value of recreation and the importance of a recreative (Type B) lifestyle attitude (Geba, 1985).

The Value of Active and Passive Activities in Alleviating Stress

The role of physical activity in reducing stress has been well-established. Activities as diverse as tennis, surfing, and jogging help to reduce stress. The physiological result of physical activity is the oxidation of fat and rise in the metabolic rate for several hours following exercise. A deep, relaxed state often follows aerobic exercise which indicates a reduction of the stress reaction (Cleaver and Eisenhart, 1982).

Even passive activities may induce relaxation. The qualities of a "flow" experience include pure involvement in an activity for intrinsic rewards (Csikszentmihalyi, 1975). Total involvement in an activity, from ceramics to playing chess, allows one to concentrate on the present while giving up the past and future.

The Paradox

Upon deeper consideration it becomes apparent that not all recreational activities reduce stress. Some activities may actually increase negative stress. Yet, it is not the activity itself which may cause stress, but the participant's reaction to the activity. For example, challenge activities such as kayaking and sky-diving involve a degree of risk. Negative stress would be generated by people fearful of whitewater or extreme heights. But for other recreationists these activities may represent opportunities for emotional release, self-actualization, a sense of comradeship with others, an increased awareness, and greater confidence (Bunting, 1982).

Interestingly, activities that are not associated with high risk may also be stressful depending on a participant's orientation to the activity. Consider the Type A golfer who spends the day cursing, breaking clubs on the grass, and throwing tantrums. Even such sedentary games as bingo and shuffleboard may become matters of extreme competition and stress for some people. Recall that the Type A person exhibits an insecurity of status and will challenge others at every opportunity to establish supremacy. If a high priority is placed on winning the game, then the potential value for stress reduction may be lost. Negative stress may actually increase.

As an illustration, consider a ball game and the inclinations of two different participants. One player is laughing, making friends, exercising muscles, gaining self-confidence, and having fun. In contrast, the other player (perhaps on the same team) is cursing, making enemies, tensing muscles, losing confidence, and counting the score. After the game the first player is refreshed; the second player is devastated (Geba, 1985). Competitiveness, aggressiveness, and hostility are all components of the Type A personality. This has been tragically expressed by author Jess Lair when he wrote: "Before I had my heart attack, I didn't have any friends. When I played poker, I played to win from the bastards" (in Friedman and Ulmer, 1984).

Even individual activities such as jogging or swimming may create negative stress if a person insists on measuring and judging personal performance against past performances or those of others (Cleaver and Eisenhart, 1982). One of the major components of the Type A personality is an obsession with numbers. The numbers take on more meaning than the activity, whether it involves work or leisure. Perhaps with this understanding, mileage boards for joggers and swimmers might be re-evaluated in terms of potential value. As much as possible, activities should be structured for the intrinsic joy of participation and not for extrinsic rewards.

The Challenge to Recreation Professionals

Many attributes of the Type A personality are triggered by specific environmental variables (Friedman and Rosenman, 1974). These variables may be encouraged or discouraged by leisure services professionals according to the orientation of activities. Several questions may be useful in the assessment of whether a particular recreation program contributes to Type A behavior. Is the program excessively influenced by community, or other pressure for competitive events? Does the program emphasize extrinsic rewards? Are recreation leaders of a Type A orientation (workaholics, time conscious, and/or obsessed with numbers)? Is it possible that employees may be imposing a Type A orientation upon recreationists and are thereby contributing to the generation of Type A behavior and negative stress? To the extent that these questions are answered in the negative, recreation professionals can be assured that activities are structured to be stress-mediating rather than stress-inducing. To the extent that these questions are answered in the positive, administrators should examine their orientation to service and consider revisions to their programs. This may be accomplished by programming activities for the joy of participation and for the tranquil nature of the event. Emphasis would be directed away from an orientation which potentially ignites Type A behavior. Furthermore, a program of in-service training might be utilized to increase awareness of employees regarding stress mediation. Stress reduction workshops might even be offered to the public through the recreation department.

Ultimately, it seems reasonable that the recreation profession should be involved in providing meaningful activities which have the tendency to reduce the consequences of negative stress. Professionals should understand the relationships between stress and recreation and be capable of acting as role models for the public they serve. Based on an understanding of the Type A behavioral pattern, professionals should attempt to structure activities to alleviate negative stress. Do we not, after all, have an obligation to provide a viable antidote to stressful living?

The challenge, then, is to attempt to recognize when recreation activities cause, rather than reduce, negative stress. Professionals should be alert to signals which indicate a stressful response to activities; "when the front edge of the chair is becoming worn."

References

Bannon, J. "Stress? Affecting Parks and Recreation Managers?" Leisure Today, JOPERD, October 1982.

Bunting, C. "Managing Stress Through Challenge Activities." Leisure Today, JOPERD, October 1982.

Cleaver, C. and Eisenhart, H. "Stress Reduction Through Effective Use of Leisure." Leisure Today, JOPERD, October 1982.

Csikszentmihalyi, M. Beyond Boredom and Anxiety. San Francisco: Jossey-Bass Publishers, 1975.

Friedman, M. and Rosenman, R. Type A Behavior and Your Heart. New York: Ballantine Books, 1974.

Friedman, M. and Ulmer, D. Treating Type A Behavior and Your Heart. New York: Ballantine Books, 1984.

Geba, B. Being at Leisure--Playing at Life. San Diego: Leisure Science Systems International, 1985.

Grossman, A. and Heywood, L. "Stress Management in Leisure Services." Leisure Today, JOPERD, October 1982.

Selye, H. Stress Without Distress. New York: Signet Books, 1975.

Wallis, C. "Stress: Can We Cope?" Time, June 6, 1983.

A COMPARATIVE STUDY OF THE PERCEPTIONS OF LEISURE HELD BY MEMBERS OF THE COMMUNITY RECREATION LEADERSHIP TEAM IN ALBERTA MUNICIPALITIES

BY
Russell E. Brayley and Burton K. Olsen, Ph. D.

Summary of Study

In recent years the terms "leisure education", "leisure awareness", "leisure studies", and "leisure lifestyle development" have been used with increasing frequency in describing recreation development activiites of the Government of Alberta and numerous national, provincial, regional, and community organizations. This study was developed because of the need of Alberta Recreation and Parks to understand what the word "leisure" means to its community-based clients, and because of an expressed need of recreation board members and recreation board members and recreation practitioners to recognize and appreciate each other's conceptual viewpoint when discussing and deciding on policies and programs with respect to leisure.

Current literature pointed to the recreation board chairman and the recreation practitioner as the members of the community recreation leadership team. It suggested that their perceptions of leisure are reflected in the philosophical positions that they take during the decision-making process and, therefore, affect the nature of leisure services offered to a community through the municipal recreation agency. The literature also suggested that, while time, activiity and state of mind may be the most common descriptors of leisure, the factors which lead a person to define his or her participation in a free-time activity as "leisure" are freedom (as perceived by the participant), work relation, and the nature of motivation for participation (extrinsic or intrinsic).

Statement of Problem

The purpose of the study was to produce useful information about the differences between the ways in which recreation board chairmen and recreation practitioners in Alberta perceive leisure. The study treated the board chairman and practitioner as the community recreation leadership team and compared the effectiveness that each attributed to certain conditions of perceived freedom, motivation (expected reward), and work relation as determinants of his or her definition of leisure. Specifically, the study answered the following questions about the subjects and about the nature of the determinants:

1. Do recreation board chairmen and recreation practitioners both view freedom, work relation and motivation as significant determinants of their definitions of leisure?

2. Is there a difference between recreation board chairmen and recreation practitioners in terms of their attribution of effectiveness to each of the determinants of leisure definition considered in this study?

3. Do any of the determinants have an interactive effect on the subjects' perceptions of leisure and, if so, are the observed interactions significant for both recreation board chairmen and recreation practitioners?

Null Hypothesis

It was expected that freedom, work relation and motivation would not have significant effects on the perceptions of leisure held by recreation board chairmen and recreation practitioners. It was also expected that recreation board chairmen and recreation practitioners would not differ significantly in their attribution of effectiveness to freedom, work relation and motivation as determinants of leisure definition.

Methods and Analysis

The recreation board chairmen and the senior recreation paractitioners in the 117 Alberta municipalities which employ full-time recreation staff were included in the study. The subjects were asked to respond to a short questionnaire which presented eight situations wherein were described the conditions under which the respondent might be participating in a free-time activity. For each of the hypothetical situations the respondents were asked to indicate how much they considered the free-time activiity to be leisure.

A total of 95 recreation board chairmen and 100 recreation practitioners had returned completed questionnaires to the researcher by the time the analysis of the data had begun. The rate of response was sufficiently high to accept the samples as being representative of the study populations.

The data were analyzed using the Student t test for determining the significance of any observed difference between population means, and two-way analysis of variance for determining main effects and significant interactions. Throughout the study, the .05 level of statistical significance was accepted as the level at which the null hypothesis would be rejected.

Summary of the Findings

With respect to the question about whether recreation board chairmen and recreation practitioners both viewed freedom, work relation and motivation as significant determinants of leisure definition, the null hypothesis was not rejected. Not only did both populations consider the variables as significant main effects, but they both attributed greater effectiveness to freedom (as a determinant) than they did to work relation, and greater effectiveness to work relation than they did to motivation.

When ranking the effectiveness of each determinant within the populations, there was no difference between the recreation board chairmen and recreation practitioners However, in a more complete response to the study question which considered the differences between the populations on the effectiveness that they attributed to the determinants, it was noted that the recreation practitioners rated work relation as having a significantly greater effect on their definitions of leisure than did the board chairmen ($t=2.197$). In the

comparison between population means for rating the work relation determinant, the null hypothesis was rejected. In the comparison involving the other two determinants, rejection of the null hypothesis was not supported (t=0.028 for freedom, t=0.101 for motivation).

With respect to the study question about interactive effects of the independent variables, the findings revealed that both recreation board chairman and recreation practitioner ratings of leisure were influenced independently by the three determinants of leisure definition, and that the observed interactive effects of freedom and work relation (F=6.90 for chairmen, F=8.97 for practitioners) and of motivation and freedom (F=8.97 for chairmen, F=4.35 for practitioners) were also significant for the two populations. The null hypothesis relating to this question was rejected; however, it should be noted that the populations differed in the work relation/motivation interaction which was significant for the board chairmen (F=6.36) but not for the practitioners (F=0.65).

Conclusions

Analysis of the data in the context of the study questions resulted in the following conclusions:

1. The amount of freedom that he or she had to participate in a free-time activity, the relationship of that activity to his or her daily work, and the benefit that was expected or realized through participation contributed to a recreation board chairman's or a recreation practitioner's pereception of leisure. Feelings of constraint, high relationship to work activity and extrinsic reward independently and interdependently reduced the sense of leisure perceived during free-time activity. Conversely, where perceived freedom was high, the free-time activity was unrelated to daily work and the motivation for active participation was intrinsic, members of the community recreation leadership team were highly disposed to perceive "leisure at its best".

2. The effect of work relationship on perceptions of leisure was significantly greater in recreation practitioners than it was in recreation board chairmen. The recreation practitioner experienced greater degrees of leisure when his or her free-time activities were highly unrealted to his or her daily work than did the board chairman in similar condition. The recreation practitioner, whose work is to create or enhance leisure in others, perceived greater leisure in free-time activites that were not considered to be a part of his or her job.

3. The effects of work relation and motivation as determinats of the recreation practitioners' definitions of leisure were not interdependent. Varying the levels of relationship to work did not influence the effect of either type of motivation on the practitioners' perception of a free-time activity as leisure.

From the study findings it was concluded that the members of the community recreation leadership team (i.e. recreation board chairmen and recreation practitioners) were in general agreement about the significance of freedom, work relation and motivation as basic determinants of their definitions of leisure. In addition it was concluded that recreation practitioners placed a greater value on the effect of work relation on perception of leisure than did recreation board chairmen.

The following recommendations are based on the conclusions drawn in this study and are a response to the need to make the information generated by this research relevant to the interests of those organizations and individuals who deal with Alberta municipal recreation agencies in programs and services that are described using the term "leisure".

Since freedom, work relation and motivation have been shown to be significant determinants of leisure definition, it is recommended that:

1. Activities which require the support of the community recreation leadership team and involve the municipal recreation delivery system in the promotion of leisure should focus on helping individuals to perceive more freedom in their (leisure) behavior. They should also focus on providing opportunities for individuals to participate in free-time activities which are not related to the participants' daily work and which emphasize the achievement of intrinsic rewards.

2. Where a municipal recreation system is formally committed to the promotion of leisure it should be supported in its efforts to:
a) facilitate the offering of a wide variety of recreation programs that provide individuals with several options for free-time activity participation,
b) reduce structure in programs and services by removing penalties and extrinsic rewards for participation choices (for example, courses which require pre-registration and offer certification "upon successful completion" may be replaced by or supplemented with "drop-in" or "pay-as-you-play" types of programs),
c) reduce dependence upon the expertise and resources of the municipal agency by educating individuals and families for self-initiated, home-based recreational activity,
d) operate public recreation facilities in such a way as to help patrons feel "at home" and feel like they are free to use the facilities to enhance their leisure activities as they see fit,
e) conduct safe and secure programs in which the participants do not feel encumbered or constrained by regulations designed for their safety and security,
f) offer programs and services which are not designed to promote elitism and which provide "a sense of well being" as the only reward for participation, and
g) treat volunteers as free-time activity participants and provide them with an experience in which they will perceive a high level of freedom, a low relationship to their daily work, and intrinsic motivation.

Because recreation board chairmen and recreation practitioners do not generally differ in the ways that they perceive leisure, it is recommended that agencies and individuals recognize this similarity when designing service delivery systems which directly or indirectly involve the members of the community recreation leadership team.

It was concluded that recreation practitioners place a greater value on the effect of work relation on the perceptionof leisure than do recreation board chairmen. It is, therefore, recommended that:

1. Employee fitness or lifestyle initiatives requiring the support or involvement of the recreation practitioner should focus on personal rather than work related benefits from participation.

2. Educational institutions and agencies involved in the professional preparation and development of recreation practitioners should help the students or

practitioners to indentify and develop leisure interests and skills that will not be perceived as being related to their daily work.

Recommendations for Further Study

1. This study was limited to an examination of three determinants of leisure definition (freedom, work relation and motivation). Future studies may examine other possible determinants such as moral congruency, type of activity (mental or physical), or social interaction. This would expand the understanding of what creates "leisure at its best".

2. This study compared the perceptions of leisure held by recreation practitioners and by recreation board chairmen whose communities hire full-time recreation staff. Future studies may compare the perceptions held by the board chairmen used in this study with those held by the recreation board chairmen in Alberta who do not work with full-time practitioners. The public and private services extended to recreation boards are rarely differentiated according to the staffing structures of their communities, and such a study would serve to confirm or limit the generalizability of the findings of this research.

3. This study compared perceptions of leisure and examined determinants of leisure definition. Further study may be useful in clarifying any differences between the subjects' definitions of leisure and recreation. Addressing the question of whether freedom, work relation and motivation have similar effects on the definition of recreation to what they do on the definition of leisure would provide valuable insights to the connotative meaning of common terminology used in the recreation field in Alberta.

Concluding Statement

This study has produced useful information that can be helpful to agencies, organizations and individuals whose activites involve the community recreation leadership team and the use of the term "leisure". It was suggested in the literature that "of all the great categories of life, leisure is surely the most untidy" (17.23) and it is, therefore, appropriate that research be conducted to identify any areas of confusion or order that may exist in this aspect of life. This study was dedicated to such identification and to the increase of practical knowledge necessary for the enhancement of leisure services at the community level.

PHYSIOLOGICAL CHANGES AND EFFECTS OF EXERCISE ON THE AGED

Jess Caudillo
University of Idaho

Abstract

Statistics on population trends indicate our nation is rapidly becoming a nation of older people. This paper addresses the advantages of exercise with respect to the physiological changes due to aging and the affects of exercise on the aging population. The author argues that older people can profit from physical training despite inactivity for many years, and suggests safety considerations for the aged during exercise.

KEYWORDS: Cardiovascular Efficiency, Physical Fitness, Muscular Strength, Body Composition, Safety, Exercise.

THE AUTHOR: Jess D. Caudillo is an associate professor in Recreation at the University of Idaho. He has a Ph.D. in recreation administration from the University of New Mexico. Dr. Caudillo has worked in the fields of recreation and park administration in Nebraska, Wyoming, North Dakota and Massachusetts.

Statistics on population trends for the United States indicate that we are rapidly becoming a nation of older people. By the year 2010 minimal estimates predict that 50 million or 20 percent of all Americans will be over 65.

Although the majority of older people are fairly healthy and are capable of living normal lives, there is an increased interest in understanding the effect of aging on human performance. However in evaluating the effects of aging on human performance, it is difficult to separate three factors that seem to combine to alter functional capacities; true aging phenomena, unrecognized disease processes that increase with age, and our increasingly sedentary lifestyle as we grow older. Since the first two factors cannot be modified, the advantages of exercise with respect to the physiology of aging becomes extremely important.

Physiological functions seem to have their own unique rates of decline with increasing age just as various individuals age at different rates. At whatever individualized rate, there exists many age-related changes in physical fitness, psychomotor performance and personality.

Cardiovascular Efficiency

Physical fitness has been defined in terms of the maximum level of physical work that the individual is capable of performing. Physical work capacity is a measure of aerobic capacity and, it closely relates to cardiovascular efficiency generally a ten percent decline in maximum oxygen intake per decade of life after the mid-twenties among sedentary individuals (Astrand & Rodahl, 1977; Shephard & Sidney, 1979). Although resting heart rate shows little alteration with advancing age, the maximal heart rate decreases regularly throughout the adult years (Clarke, 1977; deVries, 1977; Drinkwater, et al., 1975).

The maximum heart rate attainable during exercise decreases with age. Maximum heart rate for young adults is usually between 190 and 200 beats per minute; in old age this value decreases gradually. The maximum heart rate in older adults can be estimated as follows: maximum heart = 220 - age. Data from animal studies suggest that the reduction in maximum heart rate with age is due to intrinsic changes in the myocardium (middle muscular layer of the heart wall) itself rather than changes affecting the nervous system (Corre, et al. 1976). The maximum output of the heart (cardiac output) is diminished among older individuals (deVries, 1977; Smith, 1981).

Maximal oxygen consumption decreases approximately thirty percent between the ages of 20 and 65. This occurs because of decreases in maximal heart rate, stroke volume, and arteriovenous oxygen difference. Thus, aging produces decreases in both oxygen transport and oxygen extraction capacities. The at-rest cardiac output declines approximately one percent per year after maturity or age 21 (Brandfonbrener, et al., 1955). The strength of the myocardium declines at a similar rate (Starr, 1964).

Extensive overviews of the research literature of Hodson and Buskirk (1977), and Sidney (1981), suggests that regular performance of endurance-type exercises improves the cardiovascular efficiency of older adults. Similar findings were reported for both sexes.

Overall, favorable changes in systolic blood pressure, recovery heart rate, blood lactic acid levels, oxygen pulse, and minimum volumes of oxygen consumed have been reported among older adults. Endurance exercise results in a decrease in submaximal heart rate at a given work load, decreased resting and exercise systolic blood pressure, and faster recovery heart rate. A faster recovery heart rate following submaximal exercise improves through successful training (Brooks & Tahey, 1984).

Muscular Strength and Endurance

Muscular strength refers to the amount of resistance applied in a single maximum contraction. Whereas, muscular endurance is defined as the capacity of the muscles to perform continuous work (Clarke, 1977). Compared to other measures of the physical fitness, muscular strength seems to be retained for longer periods of time with aging (Hodgson & Buskirk, 1977; Serfass, 1980). Montoye and Lamphiear (1977) reported very little decline in grip strength or arm strength from 20 to 50 years, with more pronounced decrements evident after the age of 50. Thus it would seem that the most significant declines in grip strength and endurance occur during the older years. Harris (1973) and Astrand and Rodahl (1977) noted that the greatest loss in muscular strength with advancing age occurs in the leg and trunk muscles.

Strength losses are partially due to changes at the cellular level (loss of contractile elements, losses in respiratory capacity thus affecting muscle endurance and recovery). Loss of strength wtih age consists of two components: a decrease in ability to maintain maximum force statically, and a decrease in ability to accelerate mass. The fatigue rate is also significantly greater in the old thus decreasing muscular endurance (deVries, 1984).

Recent research suggest that significant improvement through training could be expected in muscle function among older adults. Moritani (1981) observed that the trainability of old people does not greatly differ from young or middle-aged people with respect to muscular strength if these age groups are compared on a

percentage of change basis. Strength gains through training appear to be independent of gender.

In addition, with respect to muscular endurance or fatigue rates, studies have shown that fatigue rate is significantly greater in the older individual than the younger individual when holding isometric contractions.

Skeletal System

Bone loss is a serious problem in older people, particularly in women. Women begin to lose mineral at about 30 and men at about 50 years of age. Bone loss, called osteoporosis, results in bone with less density and tensile strength. osteoporosis increases the risk of fracture, which drasitically increases the short-term mortality rate. One study found a 50% death rate within one year after hip fractures in elderly women.

Although the cause of bone loss in the aged is not completely understood, it seems to be related to a combination of factors including inactivity, diet, skeletal blood flow, and endocrine function. These factors may induce a negative calcium balance that steadily saps the bones.

Exercise has been shown to be important in the prevention and treatment of osteoporosis. Bones, like other tissues, adapt to stresses placed on them. They become stronger when stressed, and weaker when not stressed. Even extremely fit astronauts show some loss when their bones are not subjected to the stresses of gravity. Studies have indicated that bone material content can be improved by exercise, even in people over 80 years of age.

Pulmonary Efficiency

It has been firmly established that vital capacity declines with age, little evidence exist for any change in total lung capacity and, consequently, residual volume increases with age (Norris, et al., 1956; Norris, et al., 1962). Aging increases the ratio of residual volume/total lung capacity, and anatomic dead space also increases with age (Comroe, et al., 1962).

Some tissues of the lungs and chest wall have the property of elasticity. Evidence suggests that lung compliance (strain of an elastic body expressed as a function of the force producing the strain) increases with age (Turner, et al., 1968), but more important, thoracic wall compliance decreases (Rizzato & Marazzini, 1970; Turner, et al., 1968). Thus the older individual may do as much as twenty percent more elastic work at a given level of ventilation than the young, and most of the additional work would involve moving the chest wall. Therefore, it is not surprising to find that the process of breathing becomes less efficient with age.

Specific physiological functions decline with increasing age and might contribute to the loss of ability to transport and utilize oxygen. The following functions are probably the most important in achieving maximal oxygen consumption: a) lung ventilation; b) lung diffusion capacity for oxygen; c) heart rate; d) stroke volume; and e) oxygen utilization by the tissues. Direct and indirect evidence suggests that all these functions decline with age.

The three most important changes that occur in this system with aging are a gradual increase in the size of the alveoli (air cells of the lungs), the disintegration of the elastic support structure of the lungs, and a weakening of the respiratory muscle. These changes can interfere with the ventilation and perfusion of the lung, both of which can impair the oxygen transport capacity (Brooks & Sahey, 1984).

Hypertension

Hypertension is high arterial blood pressure, with approximately 12% of the population dying as a direct result form stroke, congestive heart failure, kidney failure, and heart attack.

Blood pressure is the force exerted by the blood against any unit area of the vessel wall. When the heart contracts, it expels blood from its chambers, which elevates the arterial blood pressure rapidly. As the heart muscle relaxes, there is a reduction in this pressure. The peak pressure of this cycle is called systolic blood pressure, whereas the minimum pressure is called diastolic blood pressure. Hypertension is usually defined as above 140 to 160 mmHg. systolic and/or above 90 to 100 mmHg. diastolic (the acceptable upper normal level of diastolic blood pressure is considered by many to be 85 to 88 mmHg).

Aging impairs the heart's capacity to pump blood. There is a gradual loss of contractile strength. The heart wall stiffens, which delays ventricular filling. This delay decreases maximum heart rate and perhaps stroke volume. The impairments in maximal heart rate and stroke volume result in substantial decreases in cardiac output.

Benefits of Exercise

Physical working capacity of older individuals can be improved by the significant increments. Physical activity enhances physical health, mental-emotional health, social interaction, loss adaptation, body image, morale, and life satisfaction (Hooks & Hooks, 1981). Appropriate physical activity may be a valuable tool in therapeutic regimens for control and rehabilitation of obesity, coronary heart disease, musculo-skeletal problems, respiratory diseases, stress and depression/anxiety. Regular exercise and recreation, appropriately graded for individual conditions, has been shown to amelioriate or rehabilitate cardiovascular dysfunctioning, joint mobility, strength, and reaction time (Spirduso, 1980). In other words, the debilitating effects of physical inactivity on the human body has been well documented.

Society has come to accept the physical alterations of aging as inevitable even though research suggests that at least fifty percent of this decline may be atrophy from inactivity. As Serfass (1980) said, "Use it or lose it."

Research has shown that older people can profit from physical training, even if they have been inactive for many years. The United States Senate Subcommittee on Aging in April 1975 stated that exercise regimens could be developed that were safe and beneficial to older adults.

Body Composition

Increased body fat with age may have a possible relationship with disease and premature mortality. Exercise is extremely important in managing body composition in

the elderly. Metabolic rate slows with age, which necessitates a low-calorie diet in order to maintain a normal body composition. This diet is often low in the necessary vitamins and minerals. Regular exercise enables the elderly to consume more food and calories, which allows them to satisfy their nutritional requirements (Brooks & Sahey, 1984). Loss in fat-free weight represents disuse atrophy of muscle tissue and may not be a necessary component of aging changes if vigorous exercise is maintained.

Other Changes

It is reasonable to believe the important benefits to joint mobility, muscle strength and endurance, and ability to relax may ensure from even the very mild calisthenic programs that are becoming popular.

In addition, older people who exercise experience quicker reaction time in processing information. Birren (1980) found that the thinking ability of an older, fit person is greater than that of a twenty-five year old person who is not fit. Although further research is needed to confirm theories, it is believed that exercise improves coordination, agility, and balance.

In addition to the beneficial effects on physiological conditions, regular exercise has been shown to play an important role in relieving anxiety and mild depression. Spirduso (1980) summarized well when he stated that "exercise is a costless, obtrusive, and self-imposed intervetion in the aging process."

Safety Considerations for the Aged During Exercise

Various studies indicate that older individuals can benefit from training, particularly training that is progressive, vigorous, and conducted under carefully monitored conditions.

Great care must be taken when determining the type and intensity of exercise. In a sedentary person the exercise should be one that minimizes soft tissue injuries. Good choices are walking and swimming. More vigorous exercise, such as running and racquetball, should be attempted only when the person has achieved sufficient fitness.

Depending upon the health of the individual, an increase or decrease in both the intensity and duration of work load should be indicated. However, most activities can be altered without difficulties. Activities can be performed in shorter periods of time with longer intervals for rest. Another modification would be to incorporate activities which match opponents of equivalent age and/or physical fitness level. Yearly physical examinations are recommended.

The following suggests a guide for exercise: a) be realistic; b) start slowly; c) warm up well; d) pace yourself; e) cool down; and f) enjoy your activity. For a person, young or old, who is working to develop a personal fitness plan, the goal is to seek a balance among the different components of fitness.

More experts believe that the healthy older individual improves his or her functional capacities through physical conditioning much as the young person does. The improvement is comparable to that in the young, although the older person starts at and progresses to lower achievement levels and probably requires less training stimulus to bring about the desired response. In general, the effects of physical conditioning upon the middle-aged and older individual counter the effects commonly associated with the aging process.

Although we lack adequate scientific information regarding the direct causes of physiological alterations of aging, we believe that although physical activity may not prolong life, it certainly can enrich our lives. Quality of life can be extremely variable. It is clear that regular exercise can improve the quality of life by increasing, or at least slowing deterioration in physical capacity. Exercise does not retard the aging process; it merely allows the individual to perform at a level.

It is apparent that older adults do seek physical activity programs and can profit from them both physically and socially. The goal should be to help and to facilitate the improvement of their physical conditions so they can retain their independence and self-help capabilities. Old age should be a dynamic stage of life which offers potential for personal growth and self-satisfaction.

References

Astrand, P. O., & Rodahl, K. (1977). Textbook of work philosophy (2nd ed.). New York: McGraw-Hill.

Birren, J. E. (1965). Age changes in speed of behavior: Its central nature and physiological correlates. In A. T. Welford & Springfield, Illinois: Charles C. Thomas.

Brandfonfrener, M., Landowne M. & Shock, N.W. (1955). changes in cardiac output with age. Circulation, 12, 566-575.

Brooks, G. A. & Sahey, T. D. (1984). Exercise physiology: Human bioenergetics and its application. New York: J. Wilery and Sons, Inc.

Clarke, H. H. (1977). Exercise and aging. Physical Fitness Research Digest, (Series 7, Number 2), 1-27.

Comroe, J. H., Forster, R. E., Dubois, A. B., Briscoe, W. A., & Carlsen, E. (1962). The lung. Chicago: The Yearbook Publishers.

Corre, K. A., Cho, H., & Barnard, R. J. (1976). Maximum exercise heart rate reduction with maturation in the rat. Journal of Applied Physiology, 40, 741-744.

deVries, H. A. (1984). Exercise and the physiology of aging. Exercise and Health: American Academy of Physical Education Papers Number 17. Champaigne, Illinoise: Human Kenetics Publishers, Inc.

deVries, H. A. (1977). Physiology of physical conditioning for elderly. In R. Harris & L. J. Frankel (Eds.), Guide to fitness after 50. New York: Plenum Press.

Drinkwater, B. L., Horwath, S.M., Wells, C. L. (1975). Aerobic power of females age 10-68. Journal of Gerontology, 30, 385-394.

Harris, D. B. (1973). Involvement in sport: A somatopsychic rationale for physical activity. Philadelphia; Lea & Febiger.

Hodgson, J. L., & Buskirk, E. R. (1977). Physical fitness and age, with emphasis on cardiovascular function in the elderly. Journal of the American Geriatrics Soceity, 25, 385-392.

Hooks, B. & Hooks, E. W. (1981). Needed: Physical education on the nursing home team. Physical Educator, 25, March, 32-34.

Montoye, H. J., & Lamphiear, D. E. (1977). Grip and arm strength in males and females, age 10 to 69. Research Quarterly, 48, 109-120.

Moritani, T. (1981). Training adaptations in the muscles of older men. In E. L. Smith & R. C. Serfass (Eds.), Exercise and aging. Hillside, New Jersey: Enslow.

Norris, A. H., Shock, N. W., & Falzone, J. A. (1962). Relation of lung volumes and maximal breathing capacity and age and socio-economic status. In H. T. Blumenthal (Ed.), Medical: Clinical aspects of aging. New York: Columbia University Press.

Norris, A. H., Shook, N. W., Landowne, M., Falzone, J. A. (1956). Pulmonary function studies; age differences in lung volume and bellows function. Journal of Gerontology, 3, 379-387.

Rizzato, G., & Marazzini, L. (1970). Thoracoabdominal mechanics in elderly men. Journal of Applied Physiology, 28, 457-460.

Serfass, R. C. (1980). Physical exercise and the elderly. In G. A. Stull (Ed.), Encyclopedia of physical education, fitness, and sports: Training, environment, nutrition, and fitness. Salt Lake City: Brighton.

Sidney, K. H. (1981). Cardiovascular benefits of physical activity in the exercising aged. In E. L. smith & R. C. Serfass (Eds.), Exercise and aging. Hillside, New Jersey: Enslow.

Smith, E. L. (1981). The interaction of nature and nurture. In E. L. Smith & R. C. Serfass (Eds.), Exercise and aging. Hillside, New Jersey: Enslow.

Spirduso, W. W. (1980). Physical fitness, aging, and psychomotor speed: A review. Journal of Gerontology, 35, 850-865.

Starr, I. (1964). An essay on the strength of the heart and on the effect of aging on it. American Journal of Cardiology, 14, 771-783.

Turner, J. M., Mead, J., & Wohl, M. E. (1968). Elasticity of human lungs in relation to age. Journal of Applied Physiology, 25, 664-671.

A CONSUMER'S GUIDE TO EXERCISE CLASSES:
Selected Tips

Utah Governor's Council on Health and Physical Fitness

The popularity of aerobic dance and other conditioning classes has increased dramatically over the past few years. Many consumers are unsure about how to identify an instructor who has been properly trained to teach an exercise class. These guidelines have been developed by the Utah Governor's Council on Health and Physical Fitness. The purpose of the guidelines is to assist people in selecting an exercise class which will meet their individual needs and enable them to enjoy the benefits of physical activity.

1. Has my instructor determined if I need medical clearance before starting the exercise class?

For most people, physical activity does not pose any hazard. As a precaution, you should answer the following questions. They are designed to identify those persons who should seek medical advice before beginning an exercise program.

1. Has your doctor ever said you have heart trouble?
   _____Yes _____No
2. Do you frequently have discomfort in your heart or chest or discomfort that is clearly related to increased exercise?
   _____Yes _____No
3. Do you often feel faint or have severe spells of dizziness?
   _____Yes _____No
4. Has a doctor ever said your blood pressure was too high?
   _____Yes _____No
5. Has your doctor ever told you that you have a bone or joint problem, such as arthritis, that has been aggravated by exercise or might be made worse with exercise?
   _____Yes _____No
6. Is there a good physical reason which has not been previously mentioned which would prevent you from following an activity program, even if you wanted to?
   _____Yes _____No
7. Are you over age sixty-five and not accustomed to vigorous exercise?
   _____Yes _____No

If you answer yes to any question, consult with your personal physician before starting your exercise class.

2. Does my instructor possess a knowledge of human anatomy, physiology, and proper body mechanics? Is my instructor currently certified in CPR and basic first aid?

Proper body mechanics will make an exercise highly effective and prevent possible injuries.

3. Has my instructor explained the goals of the class?

Some goals may be:

A. Flexibility

B. Muscle strength and tone

C. Cardiovascular endurance

The following recommendations are made for meeting aerobic goals:

1. Frequency: 3-5 times per week.

2. Intensity: 60 to 75% of maximal heart rate (target heart zone).

According to the National Heart, Lung, and Blood Institute you can find out how hard to exercise by keeping track of your heart rate. Your maximum heart rate is the fastest your heart can beat. Exercise above 75 percent of the maximum hart rate may be too strenuous unless you are in excellent physical condition. Exercise below 60 percent gives your heart and lungs little conditioning.

Therefore, the best activity level is 60 to 75 percent of this maximum rate. This 60-75 percent range is called your target zone. When you exercise, aim for the lower part of your target zone (60 percent) during the first few months. As you get into better shape, gradually build up to the higher part of your target zone (75 percent). After 6 months or more of regular exercise, you can exercise at up to 85 percent of your maximum heart rate - if you wish. However, you do not have to exercise that hard to stay in good condition.

3. Duration: 20-25 minutes nonstop at peak level.

4. Does my instructor consider my fitness level?

The instructor should give suggestions and demonstrations on how to modify the intensity of the movements to meet the needs of individuals at different fitness levels. Remember to start slowly and progress gradually.

5. Does my instructor understand my unique fitness limitations?

While most people can benefit from exercise, some activities may not be appropriate for some people. For example, overweight persons should not do jumping routines to protect against injury to weight-bearing joints. Knee problems and low back pain are examples of conditions which may be made worse by aerobic exercise.

6. Does my instructor develop abdominal strength?

Weak abdominal muscles can be the cause of low back pain. Therefore, exercises which strengthen the abdominal muscles should be included in every class.

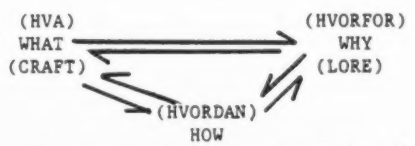
FRILUFTSLIV/NATURE LIFE . . . .
AS AN ALTERNATIVE WAY OF LIFE

Tom Cammermeyer, Mentor/Director

Abstract

The Norwegian School of Nature originally from Hemsedal, Norway, now with a base in Park City, Utah, shares a philosophy of the traditional form of Norwegian "Friluftsliv/Nature Life." It is the unselfish and simple life in Nature -- de-emphasizing stress and competition -- "as we stop and feel the snowflakes or stop and smell the roses." "Fri-lufts-liv" directly translated means "open-air-life" or for a more descriptive phrase the "Nature Life Approach."

Within the sharing and learning experience of the Nature Life Approach there are three basic interchangeable questions.



(Passive/Active/Education/Lifestyle)

The WHAT or CRAFT deals with the physical awareness of ourselves and Nature through being glad to be an equal "part of the whole." We have the "craft" of food, shelter, map and compass, clothing, and natural conditions. With such awareness and senses we avoid "survival" situations. "Survival is very negative in the realm of the Nature Life Approach, which brings us apart from Nature. The mental awareness of WHAT is what will happen when a bird species is threatened, or an animal species is dying out, or a landscape is to be put under concrete, or a dam is to be built for a hydroelectric power plant. We share WHAT it will be like when a bird species is extinct or WHAT a global ecocatastrophy will be like -- as with lack of energy, raw materials; pollution of the air, water, the soil, lack of food, conflict, war, illness, and pests.

As we grasp for the craft of WHAT is going to happen the question of WHY an ecocatastrophy is approaching and WHY are we concerned for Life on Planet Earth. WHY there is lack of energy, raw materials, food and pollution of the air, water and soil. WHY "should I care if no one else does, or why should I change if no one else does."

As we continue asking ourselves WHAT and WHY, we must also ask HOW and HOW not! The greatest problem is HOW to communicate a message that may be understood and learned. As we think of HOW to make a change, be it passive, active, or through lifestyle and education, we must not forget WHY and WHAT.

If we feel these thoughts and questions threaten Planet Earth, then how do we share an alternative "way of life?" The Nature Life approach is an alternative to "recreation sports in the wilderness."

The ideals and traditions of the Nature Life Approach might best be described by Fridtjof Nansen from his diaries written prior to his crossing Greenland and his work for the refugees of Armenia. Nansen, nor any of his contemporaries, never found it necessary to explicitly define "friluftsliv" because the values of "friluftsliv" should be a natural way. In the early 1900's Nansen spoke then of the "unselfish and simple life in Nature, expressing it as knowing what has been in the past, what is happening today, and being aware of what or what is not happening for the future. The development of our urbanized and industrialized culture took no notice of Nansen's criticisms. Hence -- the crises of today: pollution, waste, abuse and misuse, over consumption, and the complex and stressful way of life in which we live today has lead us away from Nansen's teachings.

As we live a very consumptive and self-centered life style we neglect our responsibilities to Nature. We need to treat and respect all of life as an "equal part of the whole, not apart from": to treat the animals, plants, rocks, soil, air, and the water as we would want to treat our fellow man. No longer can we continue to exploit Nature in such a way that there are no "rooms" left on Planet Earth.

Planet Earth is a "spaceship" that's "framework" is the mountains and the plains, the rivers and the seas. Within the "framework" there are many "rooms" that are the homes of a great number of organisms. There is a vast variety in the structure and function of all these living organisms with no single organism living without interaction of the same species, which is the population. Organisms of other species living in the same "room," is the society; and the non-living "room," are the abiotic matrix-minerals, liquids, etc. Thereby realizing that all of life on Planet Earth must be considered not apart from, but rather as an equal part of the whole. The relationship of a two-way character of any living organism to any other organism/element of the "room" forms an "ecosystem" through a complex interlocking web.

The fundamental law of all life is to make new generations follow as species adapt themselves through hereditary selection (evolution) and the passing on of survival behavioral patterns (instincts, education, lifestyle, etc.)

Ecology, as a science, describes organisms as environmental systems interacting with one another. If the species are going to grow in number there must be ample food, room, etc. However, conflicts arise when the specie is to grow, but no organism is able to leave the "room," or no food is brought in from other "rooms." Changes must take place with the condition of life of the other species in the room. An increase in the number and consumption of one species (but not at the expense of other species in the "room,") may only take place as long as there are empty "rooms" to fit the species displaced; but man has been one of these species on Planet Earth for about 1.5 million years. The history of man may be divided in the Natural (evolutionary) history of man up until about 50,000 years ago, and the second phase being the cultural history which has been about the last 10,000 years are the most important as to the global impact of man.

The teachings of WHAT Nature Life in the mountains ought to be included conservation of Nature by telling WHAT would be the result without a change in the prevailing practices. As stipulated in the Belgrade Charter of 1975 through UNESCO "there is nothing needed more than a new global ethical change in education and our

lifestyle." Hence, people would ask WHY a change, and we would explain WHY, with both positive and negative reactions from the listener. Hence the realization of HOW does one go ahead to make change -- how to communicate in such a way that one listens, interprets, and understands, and hopefully makes a change. However, to make a change for the better it is hoped that one makes a change because we have deeper feelings for Nature. We need to feel hurt when Nature hurts; to take responsibility and the consequences for our actions and become more aware and care for all of Nature. Patience is a virtue that helps us make a positive change, provided that we strive to live in harmony with all of Nature, as an equal part of the whole. We seek an alternative way of life. In a positive way, as in Nature Life, an ecocrises has emerged creating a faulty way of life in urbanized and industrial countries.

The branches of "Friluftsliv/Nature Life" include nordic ski touring, glacier walking, mountaineering, foot-touring with backpacks, canoeing, kayaking, traditional sailing and the like. These branches and others like it are merely the means by which we take ourselves in Nature to experience and ask the WHAT, WHY and HOW of "friluftsliv." Without living and truly being an "equal part of the whole in Nature" it has little or no value if we merely think we experience Nature behind a desk, surrounded by four walls, in a "use and cast" system of the "plastic generation."

WHY then is Nature Life one answer to the question HOW to make people take action in a crises to Life on Planet Earth? It is because Nature Life is Life in Nature. The way of life in technoculture countries is first of all based on an understanding of man as living "outside" of Nature. Because we are "outsiders" we are able to exploit Nature at an extent which brings catastrophies. It is only a shameful small percent of the people on Planet Earth that feel truly an equal part of Nature and strive to live in harmony with Nature. Unfortunately it is the rest of mankind that must be given an alternative understanding of Nature. Experience from everyday life shows that understanding is established through experience -- for most people. Cultures with 50 to 100,000 generations of experience have demonstrated this to be true, as seen with children that did not go to school. They take part in life and soon have to take over responsibility. To re-establish a man-integrated understanding of Nature, life in Nature is essential. Because of man's tremendous technological, industrial, and competitive society, "the balance of the ecosystem of the earth has been disrupted. To come to terms with Nature, we have to develop ways of life founded on a man-integrated understanding of Nature." In addition, other components of Nature Life are:

a. "Man's responsibility for the quality of the ecosystem of the earth.

b. Natural environment should take precedence over individual preference.

c. Equipment use should be reduced to a minimum and not be used to compensate for lack of ability.

d. The raw materials or the production processes, as well as the use of the equipment, should not reduce the quality of the ecosystem.

e. No mechanical transportation should be used in Nature Life, except for rescue purposes.

f. In Nature Life changes in the environment should be minimal.

g. Competition is a negative value in Nature Life."

If we do see the problems of gap between Nature and man as the essential problem behind the threat of an ecocatastrophy, then that is the answer to WHY our efforts through the Nature Life approach are given. The answer to WHAT is then obvious as to bring man face to face with Nature. As we look for ways of HOW to do this -- is there anything which can be but a substitute as long as the experience of Life in Nature is at hand? What can pictures, T.V., speaking, etc. do to bring complications and barriers to the process of creating a man-integrated understanding of Nature? What can the natural science approach bring but the feelings of being an observer -- "an outsider"? However, man lives in societies and cannot be without a language.

"As man has the ability to inquire into complex matters, how could we forget the sciences, and how could we do without them in lieu of established alternatives? Thus the Life in Nature approach for the time being should not be limited to the experience in Nature (and thus may be functional as a recreational means to stressed members of technoculture). A next step of WHY the modern way of life should be abandoned and WHAT one should do is essential. In this phase of the process, language and the science have their important roles to play. But again we should be careful to ask which language and which science. The answers are again implicit in our interlocking system. We need sciences where we are taking part as much as we are onlookers; for example, quantum physics or anthropological understanding of the sciences. We also have to scrutinize our language to make the language into a tool of communicating in a way of life where harmony is attained between Nature and man and between man and man." (Faarlund, 1975).

The Nature Life teachings may best be explained as an approach where each participant is brought into a flow of situations starting with the near and knowing and developing into the far and unknown. Through the Nature Life approach each participant takes part in handling complicated situations in Nature, and gradually and patiently assumes more responsibilities. The "teacher" of the Nature Life approach is an advisor of Life in Nature, and is the "mentor". The "mentor" takes the role of "grandparents" in cultures other than technoculture, and hence shares as an advisor and becomes an equal part of the whole. It is through this interaction of mentor to participants, and the sharing and learning experience of Nature in Nature that may bring us closer to a better understanding and respect for all of Life on Planet Earth. As we become aware of the Nature Life approach, and the interlocking relation between WHAT, WHY and HOW, it is then that we are able to live and cherish Nature through "friluftsliv" as an alternative way of life to a way of life which is in conflict with Nature.

It is through "friluftsliv/Nature Life," as an alternative, that we hope to live long and naturally!

References

Faarlund, Nils. Life on Planet Earth, 1975.

Faarlund, Nils. Nature Life Approach, 1975.

HEALTHY FAMILY: A CONTRADICTION OF TERMS?

Ted Coleman
Utah State University

"Anybody who says you can get the entire family together to exercise every day has never been in a family," says Chuck Corbin, professor of Health and Physical Education at Arizona State University (Monahan, 1986). This matter-of-fact-sounding statement seems a bit fatalistic -- and downright depressing -- to those of us who have firmly etched into our minds the lofty vision of mom and dad and a gaggle of delightful, rosy-checked cherubs aerobicizing together in blissful perspiration.

Are we, in fact, deluding ourselves by perpetuating the idea that families can become healthier together? E.F. Luckstead uses a well-known scenario to illustrate his opinion: "All you have to do to know that exercising together probably won't work is to be aware of how hard it is to get everybody together at the dinner table" (Monahan, 1986). Maybe so, but we can't give up now -- not when we've come so far!

DOWN WITH COMMUNICABLE DISEASES!

Since the eighteenth century, there has been a dramatic improvement in the health and life-span of Americans (Lee et al, 1984). Of course, much of that improvement has come in the form of medical diagnosis and treatment, specifically regarding communicable diseases. Consider the epidemics which took the lives of literally thousands during the colonial period. For example, in 1752, only 174 of the 15,684 population of Boston escaped getting smallpox. This dreaded disease had plagued European civilizations for centuries before Edward Jenner successfully demonstrated vaccinations against it in 1796. His discovery, incidentally, was based on observations of English peasants who purposefully allowed themselves to contract cowpox, knowing somehow that they would not then get smallpox (Green and Anderson, 1986).

During the eighteenth and nineteenth centuries, however, yellow fever became an even more serious problem than smallpox. The greatest single epidemic in America occurred in Philadelphia in 1793 when 23,000 of the 37,000 population contracted yellow fever. Four thousand people died in spite of the efforts of a citizens' committee established to combat the disease. The committee recommended the following:

* Avoid contact with a case.
* Placard all infected houses.
* Clean and air the sickroom.
* Provide hospital accomodations for the poor.
* Keep streets and wharves clean.
* Encourage general hygienic measures such as quick private burials, avoidance of fatigue of mind and body, avoidance of intemperance, and adaptation of clothing to the weather.

These measures were no doubt helpful, based on the fragmentary knowledge the people had of yellow fever, and they did represent a sincere (however feeble) attempt to combat the disease. The epidemic, by the way, came to an end on the nights of 17 and 18 October when frosty conditions killed the Aedes Aegypti mosquito, the temporary host or vector for yellow fever (Green and Anderson, 1986).

Since that time, and especially during the twentieth century, progress has indeed been dramatic. The advent of antibiotics and immunizations against specific diseases has resulted in not only an increase in quantity (the average U.S. life expectancy has risen from 47 years in 1900 to about 75 today) but quality of life as well. In 1959, the World Health Organization and UNICEF launched a massive immunization campaign against smallpox which has resulted in the virtual eradication of that disease from the face of the earth (Green and Anderson, 1986).

UP WITH CHRONIC DISEASES?

No! Chronic diseases are, however, among the leading causes of death in this and other industrialized countries today. In 1980, cardiovascular disease was responsible for 949,400 deaths, or 51% of all the deaths in the U.S. (American Heart Association, 1980). Cancer, stroke, and accidents are also among the top killers of Americans, and virtually every American family must face one or more of these enemies during their lifetime.

LIFESTYLE CONNECTION

One of the most tragic commonalities of the above-mentioned killers is that they are all related very closely to lifestyle -- the way people live. Although no one particular "cause" of heart disease, cancer, stroke, and accidents can be pinned down, a number of risk factors have been identified which contribute, sometimes significantly, to the development of those problems.

For example, the three major risk factors for cardiovascular disease are smoking, high blood pressure, and high serum cholesterol. Smoking, as the overall leading factor connected with diseases of the heart and blood vessels -- as well as several types of cancer (including lung, pancreas, kidney, and bladder) -- is totally controlled by the individuals who engage in the habit. No one is forced to smoke. It is not a natural occurrence; people do it of their own free will and choice. And although quitting is a difficult task, it can be done -- and has been done by thousands. Those who were successful have often had strong support and encouragement from family and/or close friends.

So many people do not have to die so soon from so many preventable or avoidable things! Proper nutrition, exercise, stress management and so forth can help tremendously in the

avoidance of such chronic problems. But who could possibly do all these things alone? The family seems a logical support system -- after all, each family member needs to be involved in these activities to some extent anyway.

ECOLOGIC APPROACH

If the health problems just discussed seem more complex in their development and in their treatment than the previously discussed communicable diseases, that's because they are complex. They typically result from the long-term interaction of a number of factors, so their treatment is not as easy as a ten-day supply of penicillin. Since they usually cannot be cured, the prognosis depends heavily upon when they are identified or diagnosed.

Prevention is by far preferred over attempts to successfully treat. But prevention, as well as successful treatment, necessarily involves the would-be patient (or victim) consciously doing something preventive. The problem is compounded when people do not want to do anything preventive, or when their motivation is minimal. Those are they who need special guidance and assistance in developing the determination to do what they need to do anyway! Doing something is better than doing nothing at all to enhance one's health status.

Societies throughout history have defined health-related behaviors and illness-related behaviors, i.e., how people are "suppose to act" when they are well or not; their value systems are often reflected in their views about health (Coleman, 1985). Over the past few years, U.S. society has apparently taken an interest in health-related behaviors, if the numbers of new fitness centers, corporate wellness facilities, community health programs and people running or jogging day or night, hot or cold, rain or shine, is any reliable indicator.

The modern, ecologic viewpoint of health recognized the interaction among physical, mental, social and spiritual dimensions as they contribute to the well-being, not just absence of disease, of an individual. Each of these dimensions can be addressed in recreational settings to aid families in the promotion of good health practices. James Sallis is among those who think that the family is the best hope for promoting fitness throughout the population. Family members make natural teammates, running companions, exercise class partners, cheerleaders, and conscience needlers! The natural competitiveness among family members may also be used to the benefit of all (Monahan, 1986).

"There seems to be a growing appreciation in America of the paramount importance of buoyant personal health" (Russell, 1981). What better vehicle to nourish that appreciation than in the family? And what better field to encourage a variety of health-related family activities than Parks and Recreation? Family members have a lot of power over each other. Why not assist in using that power to encourage their individual and collective fitness (Monahan, 1986)?

Granted, not everyone has a family to depend on for support. In fact, the divorce ratio has more than doubled since 1970, resulting in more crisis situations than ever before. Many families face so many other critical demands that fitness itself seems to be a luxury (Monahan, 1986). Those who are affected thusly may need additional encouragement to become involved in recreational and health-related activities. One of the most fundamental challenges faced by health educators is "to find appropriate ways to influence individual behaviors and lifestyles in a pluralistic, democratic society" (Bates and Winder, 1984).

HOW CAN RECREATION HELP?

Green says that the term "recreation" itself implies a health benefit, i.e., reviving, refreshing, renewing the mind, the spirit and the body. Recreation can contribute to mental, social, and physical health by breaking the commonplace routine and contributing to a greater realization of the individual's -- and the family's -- potential for living (Green and Anderson, 1986). Recreation specialists need to realize the potentially far-reaching effect of the activities they plan and implement.

Although the primary objectives of recreation specialists may not be directly related to the health status of their constituents, the benefits may be greater than anyone can imagine. Health results of recreational activities may be in the form of cardiovascular and respiratory endurance, muscular strength and flexibility (in the physical dimension of health), increased feelings of self-worth and inner peace (mental dimension), greater ability to interact with other people (social dimension), or in any ecologic combination of all the above (Coleman, 1986)!

With so much behind us, and so much to offer, we just can't give up now! Let's give the family another chance.

REFERENCES

American Heart Association, "Fact Sheet on Heart Attack, Stroke, and Risk Factors." 1980.

Bates, I.J. and Winder, A.E. INTRODUCTION TO HEALTH EDUCATION. Palo Alto, CA; Mayfield Publishing Co., 1984.

Coleman, T. "Promoting Health in the Parks and Recreation Setting," PROCEEDINGS: INTERMOUNTAIN LEISURE SYMPOSIUM. 7 November 1985.

Green, L.W. and Anderson, C.L. COMMUNITY HEALTH. St. Louis, MO: Times Mirror/Mosby College Publishing, 1986.

Lee, P.R., Estes, C.L., and Ramsay, N.B. THE NATION'S HEALTH. San Francisco, CA; Boyd and Fraser Publishing Co., 1984.

IT'S NOT ENOUGH TO "DO GOOD" ANYMORE

John Crossley, University of Utah

Abstract

Due to scarce resources, pressure from special interests and other problems, its not enough to provide good programs and facilities. Park and recreation departments must engage in self marketing and develop a program for image enhancement. To secure adequate funding, you have to "do good" and get credit for it.

The Scenario: Old Westerns and Us

Return with us now to the thrilling days of yesteryear, when the Lone Ranger, Hopalong Cassidy, or John Wayne rode into town bringing law and order to the American West. In our scenario, the hardworking townsfolk have a crooked sheriff who allowed the bank to be robbed. Meanwhile, the Mayor (with a pretty daughter of course) is about to be run off his farm by an unscrupulous cattle barron. About this time, our hero and his trusty sidekick ride into town. They size up the situation, put the bad guys away in short order, and save the town from its misery. As the story ends, the townfolk gather together, the Mayor's daughter gives our hero a peck on the cheek, and the Mayor says "ya done good boys." Our hero replies "aw shucks, twern't nothin," and rides off into the sunset.

That's a pretty good story to naive youngsters, but we seldom asked any realistic questions. We never asked how our hero could afford to eat, feed his horse, or buy those silver bullets. He never accepted reward money, so how did he pay his sidekick, and how did he keep those form fitting shorts clean and pressed. And why didn't the hero ever get the girl?

For many of us, our college training in recreation was also naive and without questions. We learned that recreation leaders were the "good guys" in a respected profession. We learned that parks and recreation programs were good not only for the participants, but we believed that their worth was self evident to the entire community. The late 60's and early 70's were good times for Parks and Recreation. It was easy to "do good." People dutifully paid their taxes, budgets increased, bond issues passed, and federal grants were plentiful.

The Problem: Reality

Times have changed. Even if we still think we're the good guys, its not enough to just "do good" anymore. We have very scarce resources due to budget cutbacks at every level of government. We have conflicting pressures from special groups, and we have a society with rapidly changing interests.

There are many manifestations of these problems. Perhaps your department can relate to a few of the following:

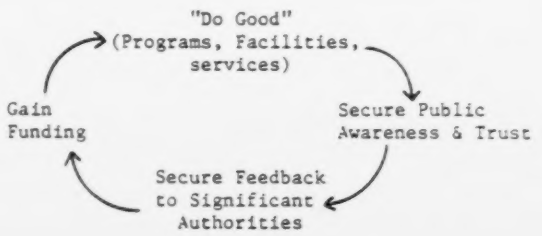
A. You conduct a community survey and find that many residents don't know about your facilities, or confuse them with facilities operated by the county, the YMCA, or some other agency.
B. You conduct an after school recreation program, and parents write their checks out to the school.
C. You provide fields and program expertise to an athletic association, but they don't mention the department in their literature.
D. Your department gets a decreasing share of the city's budget.
E. The media treats you indifferently or like second class citizens.
F. Local businesses and community organizations give little support.
G. It is difficult to upgrade staff, or gain salary increases.

One Solution: Image Enhancement

Do any of those symptoms sound familiar even though you are doing a good job with your programs and facilities? One solution to this dilemma is to engage in a planned program of self marketing or image enhancement. The idea here is to "do good" and get credit for it. The business world certainly recognizes the need for this:

> Making a top notch product is not enough. A company has an image whether it wants it or not. The company is what the audience perceives it to be. Being "good" should not be kept a secret; it should be spread around in the subtle ways that collectively help create the corporate image (Stancill, 1984).

Some purists would react to this with "we shouldn't blow our own horns," or "its unprofessional to engage in self marketing." Well, certainly there are limits. For example, an east coast department's program brochure featured its director in four out of six photos. Usually however, parks and recreation professionals are not very aggressive in the area of image enhancement. Self marketing is not unprofessional if the motive is to further the ultimate goals of the agency. The following diagram illustrates the cycle in which self marketing and image enhancement can improve program funding.



In this diagram, a proactive self marketing program would concentrate on improving public awareness and trust, and would strive to increase the feedback that filters up to "significant authorities" such as city council or county commissioners. It is a political reality that positive feedback must occur in order to gain your fair share of the budget.

Elements of An Image Enhancement Program

A proactive self marketing or Image Enhancement program has a wide variety of elements involving almost every aspect of the organization. The content for 11 such elements was adapted from several business sources (Grey, 1986; Selame and Selame, 1975; & Stancill, 1984). It is important to note that park and recreation departments need to realize the importance of image enhancement and allocate adequate resources for this purpose.

Department and Program Names

Most departments have little choice in the name, but have considerable lattitude when selecting names for major programs, events, and promotions. Ideas regarding selection of names include:

A. Pick names that reflect the services provided.
B. Suggest leadership, dignity and strength.
C. The name should look good on stationery, posters, signs, and with the department logo.
D. Be careful how the name looks as an acronym.
E. The department name should be shown on all stationery of co-sponsored organizations.

Department/Division/Program Logos and Slogans

Logos and/or slogans are often used to quickly communicate the essence of the department, division, or program on letterheads, business cards, envelopes, and vehicles. They can also be used on decals, signs, I.D. tags, staff jackets, and uniforms.

A. Logos should be appealing, sharp and clean in color or black and white.
B. Logos should show up well in different sizes.
C. Logos should be contemporary, dynamic, and reflect the services provided.
D. Logos and slogans of subprograms should tie in with a central theme.
E. Co-sponsored organizations should use your logo on their correspondence, posters, etc.
F. Slogans should show positive action and make sense to everyone in the community.

Atomspherics

Too often, public agencies neglect the atmosphere which sets the background of a pleasurable activity. Commercial enterprise knows the extra expense is worth it.

A. Use the color of paint and graphics to set the mood, avoid institution pea green and slapstick blue.
B. Avoid drab furnishings such as cheap sofas and old folding chairs.
C. Bulletin boards should be attractive and up-to-date, not like bulletin boards in a factory or army barracks.
D. Background music should be selected for the clients tastes, not the staff's tastes.
E. Cleanliness and fresh ventilation is top priority.
F. Class A showcase facilities must be maintained at highest possible standards.
G. Signs should be worded in a positive manner.
H. Parking lots should be convenient, well lighted, and safe.
I. Have attractive window and counter displays.
J. Provide amenities that people desire - phones, benches, water fountains, shade areas, etc.
K. Carpeted floors and sound proof ceilings add a significant measure of quality.

Internal Human Resources Management

Satisfied employees spread high morale to the clientele and community. Some ideas to attract and keep talent people are:

A. Provide competitive salaries and benefits.
B. Help employees stay healthy through organized wellness programs.
C. Keep in touch with employees through inhouse newsletters.
D. Senior management should be visable and accessible.
E. Inform employees of goals, objectives, plans, problems, accomplishments, and controversial issues in an open, honest, and timely manner.
F. Develop a complete employee orientation program and written employee guide.
G. Help employees improve themselves by providing funds for and encouraging involvement in professional associations and educational programs.
H. Provide appropriate staff uniforms, blazers, etc.
I. Encourage employee suggestions and honor their efforts.

The Chief Executive Role

The administrator must assure that the departments policies and plans are expressed in a way that reflects the department as a credible, open entity which is responsive to public expectations. This includes:

A. Dress the part of the successful business person, fashionable yet tasteful and conservative.
B. Become active in community social and civic groups and professional associations.
C. Be knowledgeable, confident, poised and articulate.
D. If you can't be the above, designate a department spokesperson.

The Department Spokesperson and Communications Office

Many departments find that it is well worth the expense to establish a central communications office and designate a department spokesperson. Small departments may have this person perform some other duties in addition to the spokesperson role.

A. Provide adequate clerical, graphic, and related support.
B. Be sure the spokesperson has regular contact with the staff in the field in order to have first hand knowledge of the programs and facilities.
C. Work to establish excellent relations with the media.
D. Maintain a conference room or area for media events and press conferences. Include adequate lighting for T.V., microphones, outlets, and seating.
E. Develop an attractive Annual Report with high quality pictures, short but interesting text, and illustrated figures for participation and budget.

Media Relations

Good media relations occur through planning and preparation. Specific ideas include:

A. Have a central theme and strive to get across no more than three main points.
B. Remember the limited time/space of media.
C. Consider the reporters angle.
D. Get a positive message across even in negative situations.
E. Provide complimentary passes to media for events and facilities.
F. Have useable black and white photos available for the use of the media.

Promotional Media

Many departments have relied for years on free public service announcements and news releases. Today it is necessary to budget some funds for paid advertising as well. The complete promotional program uses a variety of channels to create public awareness and build the

department image; including:

A. Newsletters	G. Point of purchase displays
B. Films	H. Direct mail
C. Posters	I. Annual Reports
D. Open houses	J. Speakers bureau
E. Brochures	K. Program/event T-shirts
F. Exhibits	L. Cable T.V.

Community Involvement

The department can build its image by becoming active in all community affairs. Ideas include:

A. Give staff the responsibility of holding active membership in every community organization. Spread the assignments out by area of interest.
B. Provide speakers for community group meetings.
C. Encourage community groups to use department facilities.
D. Support worthy fund raising events.
E. Sponsor youth memberships, clean up programs, contests and community events even of non-recreational nature.
F. Aid other divisions of government and other community agencies.
G. Patronize local merchants.
H. Provide significant recognition for volunteers.

Customer Relations

Research shows that satisfied customers tell four or five friends, but that dissatisfied customers tell nine or ten friends. Customer relations ideas include:

A. Keep participants and special interest groups informed through regular newsletters.
B. Train employees to deal with the public. This includes interpersonal relations, telephone manners, public speaking, and writing skills.
C. Log, investigate and reply to all complaints.
D. Monitor the responses of personnel who take action on complaints to assume customer satisfaction.

Quality Programs and Facilities

Last but not least is to provide the type of program that meets the expectations of the public. Consistent with the Consumer's Bill of Rights, you should provide:

A. Choice of activities, times, locations, and formats.
B. Safe programs and facilities.
C. Accurate information about the content of the program and prices of any accessories needed.
D. Friendly personal service.

Conclusion

We are now back to the beginning: "doing good" through providing excellent programs and facilities. Now we should also have a clear concept of the importance of self marketing. We must build and enhance the department's image. We need to create awareness, build trust and gain feedback in order for future programs to be funded. We must "do good" and get credit for it!

References

Grey, James, G. Jr. Managing the Corporate Image: The Key to Public Trust. Westport, Connecticut: Quorum Books, 1986.

Selame, Elinor, & Joe. Developing a Corporate Identity. New York: Chain Store Publishing Company, 1975..

Stancill, James M. "Upgrade Your Company's Image and Valuation." Harvard Business Review. January-February, 1984, pp. 16-23.

BEST COPY AVAILABLE

MOTIVATION OF EMPLOYEES: DO YOU HAVE A PRODUCTIVITY DISEASE?

by

Dale Cruse and Donna Thorson, University of Utah

Abstract

Most park and recreation administrators are managers of budgets, physical resources, and human resources. Human resource managers are being asked to look at abilities, strengths and weaknesses of their employees. In times of steep fiscal cutbacks, is it possible to boost employee morale and spur motivation at the same time? Parks and recreation managers have been faced with budget cuts, work load increases, and reductions in staff, while having to maintain the same level of productivity.

Motivation of Employees

There have been many fads and gimmicks that have come and gone in motivation of employees. A logical question to ask is, "what are the best motivational incentives to use." When this question is asked, the search for an answer among employees may stir controversy due to the fact that the incentive that motivates one person will not necessarily motivate another. Motivation, in the field of parks and recreation, is seldom studied but areas of management and communication often seem to report the importance of motivating employees.

Most park and recreation administrators are managers of budgets, physical resources, and human resources. Human resource managers are being asked to look at abilities, strengths and weaknesses of their employees. In times of steep fiscal cutbacks, is it possible to boost employee morale and spur motivation at the same time? Parks and recreation managers have been faced with budget cuts, work load increases, and reductions in staff, while having to maintain the same level of productivity. Managers are being asked to demonstrate the value of park and recreation programs to city, county or state governments in relation to the dollars expended. New hierarchies are constantly being elected, or hired, and they want to implement their goals and objectives, while maintaining the present programs in progress. What isn't stated is, how is the staff going to keep up with both the old and new programs? Pressures are exerted on personnel to do more with less. Programs will be reviewed and scrutinized during these tight times. Geoffrey Bellman (1986) says, "the task is to get fair consideration for the programs we offer to the people we serve."

Most managers have been faced with poorly motivated employees. Managers have been asked to have employees take on additional responsibilities which leads to more work. Little or no extra pay is offered for this work and maybe there is less security for the working staff. What can be done to reduce the potiential for productivity diseases?

If your boss, be he/she a mayor, county commissioner, president of a corporation, parks and recreation director, clinical program director, etc., offered you a free three-day trip to the Virgin Islands to begin 24-36 hours from now, would you go, or would you say that you have too many irons in the fire and too much work to do? Before you refuse the offer, think how you might organize you job so that you could get the three days of work done in the next 24 hours. It is this writer's opinion that most directors/managers would get most of their work done and delegate what tasks are left to others. The point of the illustration is that you will find more productive and efficient ways of doing things if you are motivated. The Virgin Island trip should motivate us to be more productive because: (1) there are great rewards for outstanding performances, and (2) the reward is made now. The problem with many parks and recreation programs and their employee incentive systems, is the lack of correlation between productivity and rewards. Rewards are not realized immediately, and employees usually must wait a year before receiving bonus awards and/or pay increases for work performances.

Mark Michaels states, "while many programs serve as strong motivators, the most effective motivator may still be a pat on the back." MBWA (Management By Walking Around) is relevant to motivation by the pat on the back that can be shared daily with the employees. What are the direct links to motivation? Managers seem to view the following as important links to motivation: (1) communication, (2) employee morale, (3) problem solving, (4) employee performance, (5) rules and players of the motivation game, (6) benefits program, and (8) goal setting.

Communication with employees can be a tricky process. Linda Hanifin states:

> "There are three significant areas that must be addressed when communicating with employees: (1) the key to breaking down communication barriers is understanding individual differences, (2) understanding each employee's communication strengths and preferences, and (3) that feelings and candidness can be communicated in a manner that is non-threatening to either the employer or the employee."

Managers have individual communication styles. Managers and employees who understand the communication style that is being used seem to have a better relationship with each other.

Employee morale can be strengthened if managers are more interested in what employees think, and ask employees what the supervisors can do to be more effective in their jobs. Park and recreation departments need to develop a mechanism to acquire and share ideas so as to avoid structured organizational processes, and strengthen internal relationships so as to promote worker effectiveness.

Problem solving is very important and goals and objectives that are clear to management and employees can create a better working environment. However, emphasis and time should not be spent entirely on problem solving, but rather on developing ideas and operations to meet the park and recreation department's overall operations. There is a need to bring contributing employees together for the express purpose of generating new ideas that would enhance park operations and aid in the development of recreation programs. This could and should lead to the strengthening of employee morale.

Employee performance can be enhanced greatly by proper motivation techniques. Mark Michaels says, "an employee earning $20,000 may not be motivated by a mere 3 percent raise but performance bonus of $600, also 3 percent, can be a strong motivator." Even though low percent pay raises may have lost their motivating effect, one-time performance bonuses still can improve morale and are being used in many cities to improve productivity. Bonuses may be paid based on performance evaluations of all employees, while other departments may reward only a certain number or a certain percent of the employees. This, again points to the need for immediate feedback.

It seems as if both the rules and the players of the motivation game are constantly changing. The game board may represent the parks and recreation department's financial and physical resources. These resources have become increasingly scarce after several years of growth and abundance. Michaels states that, "because of these factors, managers often have lower expectations for employee performance, which may affect their own performance as well. Park and recreation administrators must seek new ways to win the motivation game despite cutbacks of employees and programs. Different approaches toward employees needs must be pursued. It is time to look at: managing employees by objectives; pay for performance evaluations; possible provision for more time off; new pay systems, such as employee bonuses; four (10 hour) work days; and providing time for planning and organizing. The motivation game is not new but there is a need for the constant upgrading of the skill level of management being used. Managers must be aware of these new skill levels to be able to function more efficiently.

Managers and employees are players in the employment game. Rules of the game are easier to follow if there is cohesiveness among the managers and employees. Loyalty should be a two-way street between the immediate supervisor and the employee. Motivation of employees is easier when there is a job satisfaction and commitment, enthusiasm, self-dedication, happiness, perseverance, and comraderie among the employees and there is respect and mutual admiration between the supervisors and the employees. The relationships of management and employees are very important for the rules to be applied in the place of employment. If employees are concerned with the power their immediate bosses have over them, and if that power can affect the attitudes and behavior of employees, then it is critical for management to identify the bases or sources of power for managers which positively contribute to satisfying and effective relationships with their employees.

Benefits are an important part to the uplifting of morale and motivating employees. When pay raises are low, or non-existent, see to improve personnel benefits. Management may increase employees retirement benefits; determine the feasibility of employees supporting ownership as an alternative to job loss; increase personal preference days; offer bonus incentives; pay for attendance at professional meetings, seminars, workshops; increase vacation hours; and/or provide a better life, health, sick and accident insurance package. The danger lies in dismissing thoughts toward aiding the employees in some way financially, for there is a direct relationship between what the company's purposes are and what the employees can and will accomplish. Maybe it is time for employees to explore the contributions of entrepreneurial ideals and to let management know what they have done individually and collectively. This is what we have done, how much is it worth to you? It is this writer's opinion that management must pay more attention to employee's needs, to the quality of service given to them and to the kind of employees you want them to be. Benefits can be an extensive motivating force.

Of all the motivational techniques we have heard about, management by objectives, job enrichment, employee morale, communication, etc., goal setting is probably the most effective. Several studies have show that if a manager wishes to motivate people to perform effectively, whether in terms of quantity, quality, cost or time, then you should ask employees to establish their own goals, establish the goals for them, or work cooperatively with employees toward goal setting. Goals that are established should be clear, specific and challenging. Parks and recreation superintendents and their employees need to establish goals at the beginning of each year. Goal setting should aid in the development of program strategies and tactics, stimulate persistence, increase effort, and direct an employee's efforts in the right direction. Specific objectives, stated under each goal, should be developed to clarify the tasks involved, how the objectives will be measured, specify the target to be reached, the time each objective is to be met, physical resources needed to accomplish each objective, budget implications and who shall be involved in working on the goals and objectives. Once goals have been established, it is necessary to implement them. Employees need to establish a good plan for reaching the goal and to have feedback on the progress, or lack of progress, toward the stated goal.

Motivation of employees should be of primary concern to any manager. Communication between the park and recreation managers and their employees is a necessity. A strong relationship between the two should exist if there are good communication skills. A manager who possesses good communication skills usually shows good leadership qualities. If both communication skills and leadership qualities are present in the area of management, the need for motivation techniques should be lessened.

Herzberg and Maslow emphasized human relations schools of thought and they stressed that empathy should be present in motivating employees. This simply says, "managers must take time to listen and then play." The door to the manager's office should always be open to the employees and then the fostering of human relations can begin. The fact that you as a parks and recreation director announce that you have open door policy will not necessarily direct a run on your office by the employees. However, if you are a good listener, sensitive to the employees problems, and you are sincere in your efforts to help with their stated goals, you have already taken the first step toward success in motivating your employees. Employees should be looked upon as the manager's most important asset. As a manager, you must allow for solid lines of communication to take place between you and your employees. You must be a spokesperson on the employee's behalf to top management and you should be a message carrier and spokesperson from top management back to the employees. It is very important that you are working to improve employee and management relations whenever and wherever possible. You must feel secure enough in your position to involve your best employees in decision making whenever you can.

Managers, who are effective leaders, should be role models, leaders by example. Thoughtful planning takes place well in advance of most crises. Good managers are always mindful of tasks that need to be completed and have their best employees in mind to accomplish them. Managers must be fair in their dealings with their subordinates and be flexible in administering programs they encounter. Managers should be available as sources of

information to employees. Effective leaders and managers are also excellent sources of inspiration for their fellow workers. Self-motivation can be the key to a successful working environment. The leader/manager can and should be a powerful motivating force to the employees he/she works with. Productivity diseases are all around us. Are you a good doctor and do you have a cure?

References

Beck, C.E. and Beck, E.A. "The Manager's Open Door and the Communication Climate." Business Horizons, Vol. 29, No. 1, January/February, 1986, p. 15.

Beeler, Cheryl S. "Differences Among Recreation and Park Supervisors and Their Perceptions of Power." Journal of Park and Recreation Administration, Vol. 3, No. 4, Winter, 1985.

Bellman, Geoffrey, M. "Doing More With Less." Personnel Administration, Vol. 31, July, 1986, p. 47.

Cheatham, Carole. "Do You Have a Productivity Disease? Management Accounting, Vol. 68, No. 1, July, 1986, p.49.

Hanifin, Linda. "Communication Barriers Direct Link to Motivation." American City and County, Vol. 101, No. 2, February, 1986, p. 38.

Michaels, Mark. "The New Game of Motivation." American City and County, Vol. 101, No. 2, February, 1986, p. 36.

Niehouse, Oliver A. "Job Satisfaction: How to Motivate Today's Workers." Supervisory Management, Vol. 31, No. 2, February, 1986, p. 8.

Swanson, Karel A. "Employee Venture Project Taps Energy and Creativity, American City and County, Vol. 101, No. 2, February, 1986, p. 42.

RECREATORS: THE KEY TO FITNESS COMPLIANCE?

Steven Dunn
Utah State University

Exercise Compliance - A Problem

The lack of compliance by the majority of Americans with appropriate exercise protocols has been an area of concern for health and recreation professionals since the advent of exercise prescription. Surprisingly, physicans that have had to recommend life-style changes for their patients oftentimes do so with very little success. Even coaches of supposedly motivated athletes have problems with some of them complying with conditioning guidelines. As discouraging as the lack of compliance is, the recommended solutions seem just as troublesome. Reward systems work inconsistently. Programs that are designed to develop the exercising "habit" in their participants witness faithful graduates falling by the inactive wayside within a few short weeks of apparent conversion. There just is no easy answer to this compliance problem.

Fortunately there are people who are committed to an active lifestyle and who follow the appropriate conditioning principles for improvoing their fitness levels. These people can and do serve as models of what works and what can be done to improve compliance. More research, however, is needed to determine why the active are active. Once the why is known then research will be needed to understand how to implement the active model into the inactive population.

Reward Theory

Currently, researchers are taking a stab at the compliance problem (Shepard, 1985, Goodrich, 1984) but few encouraging trends are emerging. It seems clear that during the early stages of involvement in fitness programs, these tender participants need motivators or reinforcers as in the Skinnerian concept of learning behavior. This procedure apparently works well initially and the theory is that these external rewards should be continued until the participant internalizes the value of fitness. The reward system then becomes intrinsic and the budding fitness enthusiast should be able to continue appropriate fitness activities without relying on somebody's gimmick, reward system or approval.

Accessibility Theory

Another theory is that a fitness center should be located close to the individual's place of work or home. Convenience of exercise classes or proximity of facilities and equipment are oftentimes mentioned as critical factors by those interested in continuing with an exercise program. The current situation in most American homes refuting or at least questioning this convenience theory is the fact that thousands of home exercise bikes, rowers, mini-tramps, participatory tapes, etc. are gathering the dust of non-use. Witness to this problem also is the large numbers of overweight, inactive physical educators who teach in a fitness facility, yet are unable to find the time and/or motivation to take advantage of the apparent accessibility.

Socialization Theory

A third theory, and the final one that will be discussed, is the theory that promotes group or team fitness participation. This model of exercise compliance is based on the assumption that people who exercise, particularly in group sessions like aerobic dance or jazzercise, do so for the socialization. Proponents of this theory also recognize the importance of a commitment by the fitness novitiate to family, friends or people of similar interests encountered in the exercise setting. A consideration of this concept is that most people respond positively and feel an obligation to support the fitness group or class by their attendance. Another obligatory incentive is to meet a friend who they know will be waiting for them to exercise. The same commitment exists for the exerciser to participate with a spouse or another family member. Commitment to exercise is best served and compliance is most probable when a joint promise is made by people exercising together as part of their commitment to each other. Contrasting this interpersonal tethering is the role of financial commitment to exercise. Money may not provide the same kind of incentive as a promise to a friend or family member. Consider the health spas and fitness centers flourishing on the paid memberships of non-participating members. The commitment to exercise may require more of a person's value system than mere dues to an organization. Valuing associations and the benefit of fitnes. are probably greater incentives than recoverin. financial outlay.

Recreators Role in Fitness Compliance

It is this third theory that can probably be utilized most effectively by the recreation specialists. When programming the yearly activities, the recreator may want to consider targeting the family as the central focus of the recreational offerings. There are several reasons why families should be the primary target.

First, most Americans truly value a good family life above material possessions. If Americans truly value the family experience then they value the successfulness of its individual members. That success can be manifest in a myriad of ways and fitness is one of these ways. Familial encouragement for fitness can lead not only to improved fitness levels of family members, but as a consequence it can insure the successfulness of the community recreation programs.

Second, if compliance to fitness guidelines is going to be practiced by the majority of Americans as a lifetime pursuit, then a shift in attitude from sideline observer to active participant is essential in the inactive population. This shift in the inactive American attitude can probably only occur as a direct result of appropriate, early and consistent family fitness activities.

The successfulness of recreators and fitness experts in promoting compliance to an active lifestyle then will result from careful planning and cooperation of these experts with the families in their communities. Since each individual's value systems of life and behavior are formed early in the family experiences, the most effective programming for lifetime fitness will be with the family. One of the most important tasks the recreator has as part of his/her job is to assist the family in developing active, participating members. Children as well as adults need to view themselves as doers. Families can't accomplish this difficult task alone. They need help and the community recreator is in an excellent position to provide the help they need.

Third, the family is a ready-made, organized unit. Many more people can be reached and their individual needs addressed when families are involved in the programming. Not only is the unit established, but the support family members lend one another will help ensure the success of the various programs.

Problems with Family Fitness Programs

Although family programming appears to be the answer to positive lifestyle changes, some of the fitness programming problems that exist should be considered during early planning. There are many pitfalls that can undermine any recreators programs. Some of the major stumbling blocks that are quite troublesome when dealing with families are:

1. Fitness classes should not try to combine the different fitness levels of family members into a single class or activity. An unfit, overweight father should not try to swim laps with his 15 year old som. A jogging mother should not run with her 8-year-old daughter. The husband who has been weight-training for years should not workout with his novice weight-training wife. The frustrations will lead to program drop-out by these unhappy participants.

2. All families arenot the typical father-mother-child unit. Single working parents, step-children, childless couples, chared-custody and other configurations now make up a large part of the American home. Recreational programming needs to address these families as well. Accommodation to time, place, transportation, cost activity and child care should be considered to help insure involvement of the atypical family in recreation programs.

3. The family unit, as a complex system, can form insurmountable barriers to change if a single family member is trying to change a habit or family practice alone. Take eating as an example. The child who wants to change dietary patterns as a result of something learned in school could havelittle or no success if the parent involved in food preparation isn't committed to the idea.

These three problems should be impossible to overcome if the family unit is not carefully targeted as the key to change. Attention to the familial problems must be given in order to impact the family effectively. If not, recreators will continue to flounder in their programs that are not reacing the millions of individuals who desparately need them. Exercise compliance is a complex issue with complex and as yet undefined solutions.

Programming Ideas

Impacting family fitness levels on a long term basis can be an exciting challenge. Following is one idea that might be helpful to the community recreator in the development of a more active America, particularly for the sedentary millions who need it. The establishment of the exercise compliance habit through total family involvement programming is going to be the most effective technique for successfully combating inactivity.

Target each month of the year as a separate fitness or fitness related activity. This organized activity at the community level should be the culmination of amonth or more of a united family training effort and of family members planning activities, scheduling workouts and reinforcing each other. At the community level, the recreation specialist can offer classes or clinics on skill development, mail brochures of appropriate conditioning protocols, provide reinforcers or rewards for the best compliance or most total family involvement and advertise or promote like crazy.

Month	Activity	Reward(s)
January	Ice Skating; hockey tournament	Free family pass to a professional or interscholastic hockey game; one pair of free skates to most compliant family member; free floor hockey sticks, pucks, and nets; free ice skating lessons for the entire family.
February	Cross-country skiing; 10-kilometer race or scenic tour around the countryside	Free outfit worn by cross country skiers, popular trail named after the most compliant family one year.
March	Nutritious snack "Bake Off"; most tasty, nutritious and novel ideas	Free ingredients to make the snack for 6 months; free groceries for one week; dinner at the family's favorite restaurant.
April	The "Build-Your-Own-Fitness-Center Contest	Reimbursement on materials used to build the center; free plans drawn up by local architect and sold for profit of family and recreation dept.

Month	Activity	Reward(s)
May	4-mile Nature hike or any other walking activity like city historical site tour or home show tour	Free back-pack or walking shoes.
June	5- or 10-kilometer run, jog or walk; road race with most family members participating declared the winners	Free carbohydrate-overload dinner; race named after the family for one year.
July	Biking; cycling tour	Free bike tune-ups one free bike or appropriate biking gear.
August	Swimming; swim meet	Free family pass to recreation center pool, free swimming lessons.
September	Orienteering or rapelling	Free compass, free camping gear.
October	Weight-lifting; Lift-a-thon	Free T-shirts, one piece of strength training equipment donated to recreation department in the family name.
November	Dancing; Dance-a-thon	Free aerobic, ballroom or jazz dance lessons, holiday dance held in family's name.
December	Give-a-gift-of health; encourage the giving of Christmas gifts that promote fitness like jogging shoes, recreation center memberships (at a discount), home exercise equipment, etc.	A healthier, happier life!

Conclusion

Recreation specialists are in a unique position to have the most effective impact on changing the exercise non compliance cycle suffered by most Americans. With physical education being reduced to an hour a week or less in most of the public schools across the nation, the only help available for many parents to impact their children or vice-versa is through the offerings of the community recreation specialists. Hopefully these specialists will take this challenge, work with the American family in all of its diverse configurations and make a concerted effort to overcome this elusive yet devastating problem.

Bibliography

Crompton, John L. "Economics and Funding Six Objectives" Journal of Physical Education, Recreation and Dance, 1986, Vol. 57, No. 8, pp. 37-41.

Dunn, Steven E. "Fitness in America: Programming for Effectiveness", The Journal of Recreation and Leisure, 1985, Vol. 5, No. 1 pp. 28-31.

Godbey, Geoffrey C. "Leisure Service Public and Private Roles", Journal of Physical Education, Recreation and Dance, 1986, Vol. 57 No. 8, pp. 54-55.

Monahan, Terry, "Family Exercise Means Relative Fitness", The Physician and Sportsmedicine, 1986, Vol. 14, No. 10, pp. 202-206.

Shephard, Roy W. "Motivation the Key to Fitness Compliance", The Physician and Sportsmedicine, 1985, Vol. 13, No. 7, pp. 88-101.

IN SEARCH OF RESCUE

Daniel L. Dustin, San Diego State University

Abstract

This paper argues that risk is an inherent condition of being alive. No matter how hard we try to deny this fact of life, or hide from its consequences, we are subject to its reality. This suggests that we must develop a philosophy of living that embraces risk, indeed celebrates risk, if we are to function fully as human beings. The argument is then applied to the issue of the future of wilderness recreation in America.

I have a close friend, a researcher with the United States Forest Service, who wondered out loud to me recently if we had not been condemned by our education to a life of unhappiness. I, too, wonder about that.

We are both graduates of the University of Michigan, a campus that was a center of political protest during the 1960's in the name of peace, civil rights, and other social causes. Psychologically, we came of age at a time when it appeared as though the world's problems could be resolved by a global coming together and a reaffirmation of that which makes us humane beings. Our slogans reflected our idealism; "we shall overcome," and "give peace a chance." It was as though we were intoxicated with the prospects for humanity if only we could persuade those less enlightened than us to join in the march.

The years since Ann Arbor have had a sobering effect on both of us. Our continuing education has taught us that things are much more complicated than we ever imagined and that they are likely to become even more so. Those lofty prospects for humanity that we sang and chanted about so fervently back in the 1960's have given way to a new realism. Our attention now has turned to the management of complexity, and coping, both at home and abroad, with irreconcilable differences.

For both of us, then, it is as though our education has played a cruel trick on us. Psychologically, we have been nurtured to hope for, perhaps even to expect, social unity, a consensus of some sort about what it means to live a good life. But our intellects have taken us down a different path. The resulting divergence between what we long for and what our ongoing education tells us is possible has precipitated, I think, this malaise or what my friend has termed this inevitable unhappiness.

I begin with this personal reflection not because I think our situation is unique but rather because I think it typifies the mindset of many Americans. For lack of a better term, and with apologies to Henry Winkler and company, I call it the "Happy Days" syndrome. We long for a future just like the past but present realities make it impossible. We strive for clarity of purpose, commonly held values, and security for our children. But we must deal with contradictory purposes, conflicting values, and an age of immense insecurity when the fate of our children rests in the perspiring hands of nervous world leaders, all of whom have access to their own "buttons." Indeed it is comforting to drift back to those images of malt shops, Fats Domino, and slow dancing.

Sooner or later, however, unless we want to live a life of perpetual escapism, we must come back to the present world, the world unfolding before us at this very moment, the world of contradictions, conflicts, and insecurity. For this is the world in which we must ultimately make our way. And it is in this world that we must somehow make our happy days, if indeed we are to have them.

The Myth Of Security

Perhaps the best way to prepare ourselves for these uncertain times is by considering the possibility that it has never been otherwise. Despite protestations to the contrary, is it not a fact that all we really have, and have ever had for that matter, is the precarious present moment, the moment that comes and goes even as I write about it? Is it not also the case that what we call memories are really present recollections of past events and that what we call anticipation is really a present imaging of what we expect a future event will be? Does it not then follow that regardless of our language which suggests a past and a future, there is really nothing but the present unfolding of experience, that everything else is an illusion?

Is it not also reasonable, therefore, to suggest that living, by its very nature, is impermanent, unstable, and insecure? Attempts to make life more permanent, more stable, indeed more secure, must thus not only be futile, they must work against the human condition itself.

Yet we try. It is as though we want to hold onto something that cannot be held. Just as running water, when cupped in the hands, stops running, so life, when held in check, loses its essence. To be alive is to be in motion, to be on the go, to be vulnerable. The wonder is not that this is so. The wonder is that knowing this we fight so hard against it.

We try our darndest to insulate ourselves against life's insecurities. We take out insurance. We hedge our bets. We file lawsuits. Many of us even go so far as to not get involved, to sit on the sidelines, because the prospect of being hurt or failing is more terrifying than the prospect of not playing the game at all.

Why we choose to be this way I do not know. Perhaps it has something to do with our unspoken anxiety about death. In the absence of a deep faith which guarantees life everlasting, it is not surprising that so many of us do everything in our power to forestall that final breath. If we can't be rescued by divine intervention, then we'll give most anything else a try; from vitamin supplements to artificial hearts. Some of us even give up smoking.

While I gather a certain amount of anxiety about death is healthy for the soul, it is the extremes to which people go to avoid that which is ultimately unavoidable that concerns me. I am concerned because a preoccupation with the future and what might happen and what might go wrong gets in the way of being open to the present moment. It precludes living in the here and now. And that, if my earlier argument holds any water, means not really living at all.

Embracing Insecurity

There is, I believe, a lesson in all of this for us. It has been stated best by Alan Watts as the "Backwards Law" or the law of reversed effort. Put simply, to live life fully is to let go of life completely. The Backwards Law reminds us that to cling to life in an effort to protect it or preserve it is to snuff it out. Hold your breath and you lose it. Take the risk out of life and

you take the life out of life.

This lesson, although clear, is incredibly hard to benefit from. Its message runs counter to almost all of our accepted strategies for living. We have been brought up to believe that we should hold on tightly to those things we cherish most. This results in a possessive quality that permeates not only our attitude toward our own life but also our attitude toward relationships with other people. A California bumper sticker says it best, "If you love something, let it go. If it doesn't come back, hunt it down and kill it."

What we must learn to do, I think, if we are to have any chance at happiness in this uncertain world, is to embrace its insecurities, to give in to change, to celebrate the present moment. To do otherwise is to do battle with ourselves. We are as a wave moving forward to a distant shore. No matter how turbulent the sea, no matter how strong the urge to return to port, there is no turning back. Our happiness rests in our recognition of this fact of life and in our subsequent determination to enjoy the ride.

Wilderness Manifestations

The notion, then, that human beings have a "right to risk" is misleading. We have no choice in the matter. There is nothing but risk.

What we do have a choice in, however, is the way we deal with life's risks. We can delude ourselves, hide behind our fears, and pretend it just isn't so. Or we can confront the risks, announce our fears, and give it a go.

I prefer the latter choice. Moreover, I prefer to exercise it most in wilderness. To me, wilderness is the logical place, indeed the ideal place, to marvel at life's unfolding, to live at life's edge. It is in wilderness that we can best discard the protective armor that shields us from life itself. It is in wilderness that we can best get down to earth, that we can best open up and receive the world around us. It is in wilderness that we can best rejoice in the here and now.

But the way wilderness areas are managed these days tends to undermine this opportunity. The wilderness is subdivided into zones and wilderness recreationists are required to file backcountry trip itineraries indicating where they will be on any given day. Then, should anything go wrong, they are searched for and, on occasion, rescued. These measures are taken in part to protect the wilderness environment. But they are taken to protect the wilderness recreationist as well. Wilderness resource managers, too, have been brought up to believe that we should hold on tightly to those things we cherish most. And wilderness recreationists are the beneficiaries of that upbringing. Or are they?

Remember the Backwards Law. To live life fully is to let go of life completely. Attempts to make wilderness less wild, to protect wilderness recreationists from the consequences of their mistakes or the quirks of nature, however humanitarian on the surface, work against living life fully. What remains is essentially illusory. Left unchecked, this kind of wilderness promises to end up strikingly similar to that portrayed by William Leitch in "Backpacking in 2078;" electronic devices implanted in wild animals for shocking purposes should they impose a threat to people, and tracking devices attached to people for rescue purposes should they impose a threat to themselves. It will be a wilderness where recreationists are likely to be turned every which way but loose.

I ask you, then, to consider a clear alternative to Leitch's future scenario, a scenario where all illusions would be stripped away to leave nothing save the individual and the present moment. We'll call it with horrifying clarity "no-rescue wilderness" and we'll place it far away in Alaska. Then we'll insist that people who choose to go there must assume all the risks, indeed embrace all the risks, and insist further that a government that would shelter them from themselves would be barred from so doing.

No-rescue wilderness would not be for everyone. It would not, for example, be for those who are busily trying to insulate themselves against life's bad bounces. Nor would it be for those who are reluctant to get involved in the game while the outcome is still in doubt. No, it would be for a different sort.

No-rescue wilderness would be for people who want to breathe deeply of the precarious, precious present, for those who want to dance on the edge of life. It would be for strong people who recognize their weaknesses and weak people who recognize their strengths. It would be a place to savor the tenuous, fragile, temporary, changing, and fluid nature of life itself; a place to square off with reality.

Wilderness resource managers, however, while sympathetic with the spirit of this idea, have pointed out a myriad of problems that make it unworkable. Chief among them, of course, is the fact that most recreationists would not want it that way. They would welcome a little help from a friend. Moreover, there are all those other issues--legal liability, ethical considerations, and the potential litter at the base of the cliff. Wilderness resource managers are concerned about what might happen, about what might go wrong in the future. And so it goes.

To say, then, that this no-rescue wilderness proposal has not been well received would be an understatement. Some say it's ahead of its time. Others say it's behind its time. Of course, you and I know better since there is no time other than the present. It's now or never, and it will always be that way. Such is the nature of our journey.

Postscript

I don't know what else to write to convince you of my sincerity or my seriousness in this matter. So I'll leave you with this epitaph from Edgar Lee Masters' Spoon River Anthology. May it not, at the end of your life, befit you as well.

George Gray

I have studied many times
The marble which was chiseled for me--
A boat with a furled sail at rest in a harbor.
In truth it pictures not my destination
But my life.
For love was offered me and I shrank from its disillusionment.
Sorrow knocked at my door, but I was afraid;
Ambition called to me; but I dreaded the chances.
Yet all the while I hungered for meaning in my life.
And now I know that we must lift the sail
And catch the winds of destiny
Wherever they drive the boat.
To put meaning in one's life may end in madness,
But life without meaning is the torture
Of restlessness and vague desire--
It is a boat longing for the sea and yet afraid.

PROFESSIONAL IMAGES: IMPRESSIONS OF SUMMER JOB SEEKERS

Gary Ellis, Andy Hoff, John Crossley
University of Utah

Abstract

The purpose of this study was to develop some preliminary data concerning the image of leisure service providers and their occupations. Two instruments were used to investigate the question. One hundred fifty-nine subjects rated 18 attributes of full time employees in recreation settings and 157 subjects rated 18 attributes of full time jobs in recreation settings. Subjects were randomly selected participants at a recreation and leisure summer job fair. Data collected related to "employees" and "jobs" were analyzed using MANOVA to determine if differences existed among subjects interested in a career in parks and recreation. Those with a career interest in parks and recreation indicated that employees in recreation settings were more active, more honest, brighter, more exciting, more enthusiastic, more leader than follower, more mature and more compassionate than those without a career orientation to parks and recreation. Those with a career orientation to parks and recreation indicated that jobs in recreation settings were more satisfactory, more important, more rewarding, and had regular hours, great opportunity for advancement, higher pay, excellent working conditions and offered a greater sense of achievement than those without a career interest in parks and recreation.

Key Words: professional images, full time employees, full time jobs.

Introduction

Most people would agree that the field of recreation and leisure suffers from an image problem. Negative images seem to exist both with regard to ourselves and to our occupations. Doctoral students in higher education frequently tell of well intentioned instructors from other fields who, attempting to use recreation and leisure examples in lectures, talk about the standing long jump or other athletic events. Other people question our intentions and motives. Isn't it a contradiction to work at leisure? Leisure service providers in communities are often seen as being under educated, political appointments or individuals who "do not want to work for a living." In higher education, university professors in recreation and leisure are thought of by many as second rate scholars who chose recreation and leisure because they could not succeed in a more rigorous discipline or because they are active people, attracted to competition and athletics rather than science and scholarship.

To some extent, many of these criticisms may be valid. A few years ago, recreation and leisure curricula in most institutions were largely "activity" centered, focusing on the planning and conduct of parties, games, and other forms of amusement. Ill prepared and sometimes illiterate collegiate athletes flocked to these classes in droves, seeking an activity oriented program devoid of rigor and educational intent. In addition, many leisure service positions are indeed political appointments. In the home state of one of the authors, for example, the fired head football coach of the major university was immediately hired by the governor to serve as the director of the state's park system. It was widely known within the state that most seasonal and full time positions required (informally, or course) that the candidate be a member of the political party which was in power at the time. Informal conversations with leisure service providers confirms that these events are common nationwide rather being exceptional circumstances peculiar to a specific state.

The roots of the poor image of recreation and leisure faculty in higher education are also readily apparent. Those of us who work in higher education must admit that much of our work is of lesser quality than that of scholars in more established disciplines; psychology, sociology, geography, medicine, and the physical sciences. Our relative youth as a field precludes regular and ongoing contributions as rich and distinctive as scholars from those areas. We must be given time to grow, develop, and generate a sound philosophical, theoretical, and scientific base.

Indeed, much progress has been made during our short years of existence. Recreation and leisure practitioners are now challenged to understand established principles of marketing, finance, and community development. They are schooled in management literature and they understand the process of planning as it applies to recreation areas, facilities, and services. In the arena of scholarship, scientific research is increasingly more rigorous and more conceptually sound. A strong rationale has been developed showing the inextricable link between leisure science and the practice of leisure service provision (Godbey, 1985; Goodale, 1985; Smith, 1985). As evidenced by the publication of recent articles on leisure as psychological experience and a sociological phenomenon, (Chalip, Csikszentmihalyi, Kleiber & Larson, 1984; Hirschman, 1985; Perdue & Rainwater, 1984; Shaw, 1985), scholars are beginning to "break ground" toward understanding leisure phenomena, or at least they seem to have learned where to dig.

As progress is made and the recreation and leisure field continues to grow, the image of its employees and employment settings, will improve. Despite its decreasing appropriateness, a poor image can still impede our attempts to secure the resources we need to provide leisure services, attract excellent students, and to further our understanding of leisure. As our field develops, therefore, we must be prepared to continually assault the inappropriate image and bring about positive change. In order to accomplish this image development, it is important to know precisely what the negative characteristics of the image are. An image of an excessive orientation toward athletics, for example, might be combatted by leisure service providers who take a stand on community issues and become recognized as individuals who are deeply concerned about community development.

Despite this need to identify the salient characteristics of our professional image, no research has been conducted to determine its specific characteristics. Identification of these characteristics is important to help us develop and promote an appropriate image of leisure service personnel and their occupations. The purpose of this study, therefore, was to develop some preliminary data concerning the image of leisure service providers and their occupations.

Method

Subjects

Subjects for this study were 522 randomly selected individuals who attended a recreation and leisure summer job fair at the University of Utah. Of these 522, usable data for this study was obtained from 326. Characteristics for the sample are presented in Table 1.

TABLE 1
Characteristics of Subjects by Study

	Impressions of Jobs N=167	Impressions of Employees N=159
Gender		
Male	52.1%	52.2%
Female	30.5%	31.4%
No Response	17.4%	16.4%
School Status		
High School	22.8%	27.7%
College	68.3%	61.6%
Non Student	8.4%	10.7%
	.6%	0
Previous Work Experience *		
Resident Camps	8.4%	8.2%
Day Camps	4.8%	11.3%
Pools-Aquatics	9.6%	10.7%
Playgrounds - Recreation Centers	12.0%	10.7%
Hotels-Restaurants	38.9%	41.5%
Major		
Recreation	7.2%	6.3%
Not Recreation	92.8%	93.7%
Interested in a Career in Parks and Recreation		
Yes	70.1%	77.4%
No	29.9%	22.6%

* Percent of respondents who indicated previous work experience in each area. Multiple resonses possible.

Instrumentation

Two questionnaires were developed to gather data regarding the subject's impressions of full time employees in recreation and of full time jobs in recreation. Each questionnaire consisted of a Demographic Set and an Impressions Set. The Demographic Set was identical on both questionnaires and requested information related to subject school status (high school, college or non-student), gender, year in school, major if in college and previous employment settings in leisure related jobs (resident camps, day camps, pools/aquatics, playgrounds/recreation centers, and hotels/restaurants.

Additionally, two questions were included dealing with subject interest in a career in parks and recreation and whether or not that had visited the student employment office. Positive or negative interest in a career in parks and recreation was treated as the independent variable in the study.

The Impression Set for the questionnaire dealing with full time employees in recreation jobs consisted of 18 bipolar adjective pairs that described possible charateristics of full time employees in recreation settings. Subjects were asked to rate each pair of adjectives on a scale of 1 to 7 depending upon which of the adjectives best reflected their perception of full time employees, Passive-Active, Weak-Strong, Immature-Mature, Lazy-Industrious, and so on. A complete listing of 'employee' adjective pairs appears in Table 2. The adjective pairs used in the Impressions Set for full time employees were developed using sets commonly found in research and related writing (Kerlinger, 1973, p.566-581; Osgood, Suci & Tannenbaum, 1957).

The Impressions Set for the questionnaire dealing with full time jobs consisted of 18 bipolar adjective pairs that described possible characteristics of full time jobs in recreation settings. Subjects were asked to rate each pair of adjectives on a scale of 1 to 7 depending upon which of the adjectives best reflected their perceptions of full time jobs, Boring-Exciting, Unsatisfying-Satisfying, Low Paying-High Paying, Stagnant-Changing, and so on. A complete listing of 'job' adjective pairs appears in Table 3. The adjective pairs used in the Impressions Set for full time jobs were developed using sets commonly found in research and related writing (Kerlinger, 1973, p. 566-581; Osgood, Suci & Tannenbaum, 1957).

For both Impression Sets, the paired adjectives were randomly ordered and any succession of like pairs was avoided. A statement appeared at the top of each questionnaire informing subjects that the information they provided would not affect their job applications in any way.

Procedure

Prior to entering the job fair, subjects were given one of three questionnaires. Questionnaire #1 dealt with perceptions of full time employees in recreation settings while questionnaire #2 dealt with perceptions of full time jobs in recreation settings. Questionnaire #3 dealt with motives for acquiring seasonal employment in recreation settings. Questionnaires #1 and #2 were the instruments used in this study.

The questionnaires were handed out in a pre-set sequence of 1-3-2-3-1-3-2-3 and so on in order to develop the desired blend of response sets. Approximately 1400 questionnaires were distributed. Two hundred sixty of questionnaire #2 were returned and 262 of questionnaire #3 were returned. Subjects received a questionnaire based upon the arbitrary order in which they entered by job fair area producing a systematic random sample.

Subjects were asked to complete the questionnaire they had received and give it to a 'host' prior to entering the exhibitors' area. Once the questionnaire had been given to the 'host,' the subjects terminated their participation in the study.

Analysis of Data

The data analysis addressed two areas of concern:

1. Was there a significant difference in perception ratings of full time employees by subjects expressing an interest in a full time career in parks and recreation as opposed to those who did not express such an interest?

2. Was there a significant difference in perception ratings of full time jobs by subjects expressing an interest in a full time career in parks and recreation as opposed to those who did not express such an interest?

Data association with each question were analyzed using MANOVA to determine if relative differences were present within the two possible responses for each Impression Set. MANOVA allows for the treatment of multiple dependent variables with the ability to assess the effect among the dependent variables rather than each one as a single variable. Within this study, it was determined that assessing variance among the adjective pairs could present a more realistic approximation of how subjects rated the proposed adjective sets related to the appropriate question.

Results

Results of the analysis involving the "Impressions of Full Time Employees" are summarized in Table 2. The multivariate F ratio based upon Wilk's lambda was significant at p=.008. Follow-up univariate F tests revealed that significant ($p < .01$) differences exist with regard to eight of the eighteen "employee impressions" variables. Examination of the means of these variables reveals that individuals who had an interest in a career in parks and recreation considered full time employees to be more active, more honest, more exciting, more enthusiastic, more leader than follower, more mature, and more compassionate than those individuals who indicated that they did not have an interest in a parks and recreation career. No significant differences were found on scores on the following adjective pairs: not athletic/athletic, weak/strong, concerned/carefree, unimportant/important, not competitive/competitive, reserved/outgoing, dependable/undependable, lazy/industrious, unfriendly/friendly, and bad/good.

TABLE 2
Multivariate and Univariate Tests of Impressions of Employees by Career Interest

MANOVA

Wilk's Lambda	Appx. F	Hyp. df	Error df.	P
.786	2.119	18	140	.008

Univariate ANOVA'S

Variable	Career Interest Group Mean (N=123)	No Career Interest Group Mean (N=36)	F	P
Passive-Active *	5.84	5.08	11.50	.001
Dishonest-Honest	5.86	5.06	12.12	.001
Not Bright-Bright	5.42	4.47	16.26	<.001
Not Athletic-Athl.	6.07	5.94	.48	.488
Boring-Exciting	5.72	4.67	21.55	<.001
Weak-Strong	5.59	5.03	6.34	.013
Lathargic-Enthus.	5.71	4.78	16.74	<.001
Follower-Leader	5.60	4.97	6.97	.009
Concerned-Carefree	4.48	4.28	.40	.530
Unimportant-Impor.	5.45	4.83	6.88	.010
Not Competitive-Com.	5.26	4.89	2.06	.154
Reserved-Outgoing	5.47	5.47	.85	.357
Immature-Mature	5.63	4.81	12.19	.001
Uncompassionte-Com.	5.70	5.06	7.37	.007
Undependable-Depen.	5.92	5.33	6.01	.015
Lazy-Industrious	5.67	5.31	2.33	.129
Unfriendly-Friendly	6.09	5.58	5.87	.017
Bad-Good	5.98	5.56	3.60	.060

* Lower scores are associated with words or phrases on the left

A summary of the analysis associated with the perceived characteristics of full time jobs is presented in Table 3. The multivariate F ratio based on Wilk's lambda was found to be highly significant ($p < .001$). Follow-up univariate F tests revealed that significant ($p < .01$) differences exist with regard to eight of the eighteen "job impression" variables. Examination of the means of these variables reveals that individuals who had an interest in a career in parks and recreation considered full time jobs in recreation settings to be more satisfactory, more important, more rewarding, and have regular hours, great opportunity for advancement, higher pay, excellent working conditions and offer a greater sense of achievement than those individuals who indicated that they did not have an interest in a parks and recreation career. No significant differences were found on the remaining variables: boring/exciting, low status/high status, poor supervisors/excellent supervisors, unfair policies/fair policies, short hours/long hours, stagnant/changing, and unpleasant/pleasant.

TABLE 3
Multivariate and Univariate Tests of Impressions of Jobs by Career Interest

MANOVA

Wilk's Lambda	Appx. F	Hyp. df	Error df	P
.749	2.763	18	148	<.001

Univariate ANOVA'S

Variable	Career Interest Group Mean (N=117)	No Career Interest Group Mean (N=50)	F	P
Unsatisfying-Sat.*	5.56	4.90	8.35	<.004
Irregular Hours-Reg.	4.99	4.08	11.69	.001
No-Great Advancement	4.91	4.12	9.85	.002
Low Pay-High Pay	4.47	3.60	12.39	.001
Poor-Excellent Working Conditions	5.26	4.44	13.63	<.001
Not Important-Impor.	5.59	4.72	18.11	<.001
Unpleasant-Pleasant	5.46	4.90	5.50	.020
Boring-Exciting	5.55	5.12	3.96	.048
Low-High Status	4.73	4.26	6.44	.012
Supervisors Poor-Exc.	4.96	4.62	3.41	.066
Policies Unfair-Fair	5.19	4.86	2.39	.124
Short-Long Hours	5.09	4.66	4.08	.045
Stagnant-Changing	4.96	4.72	.85	.357
Simple-Complex	4.56	4.26	1.82	.180
Unrewarding-Reward.	5.50	4.70	12.54	.001
No-Sense of Achieve.	5.40	4.32	14.95	<.001
Friendly-Unfriendly	3.32	3.56	.48	.488
Insecure-Secure	4.64	4.58	.06	.806

* Lower scores are associated with word or phrases on the left.

Conclusion

The results of this study provide leisure service professionals with a basis for determining which attributes of full time jobs and full time employees in leisure service settings are rated significantly higher by those who indicated an interest in a career in parks and recreation versus those who indicated no interest in such a career. While it would be expected that those individuals who had an interest in a career in parks and recreation would 'feel better' about the

profession than those who did not, the individual items which received significantly higher ratings between the two groups deserve some discussion.

In rating impressions of full time employees in recreation settings, subjects with an interest in parks and recreation as a career indicated that such employees would be more active, more honest, brighter, more exciting, more enthusiastic, more leader than follower, more mature and more compassionate than those without a career orientiation to parks and recreation. The selection of attributes such as being brighter, more honest, more mature, and more compassionate could be construed as meaning that there exists very basic, positive feelings about full time employees in recreation settings. Further, the significantly higher ratings for attributes such as more exciting, more enthusiastic, more active, and more leader than follower could indicate that the widely held view of recreators as 'activity oriented' still persists. It becomes a question for professionals to consider if this 'activity orientation' is inherently good or bad for the overall image of recreation professionals.

In considering the overall ranking of the attributes of full time employees in recreation settings, it should be noted that the highest rated attribute pair by all subjects regardless of career interest was athletic/not athletic. The attribute pair receiving the lowest overall rating by subjects regardless of career orientation was concerned/carefree. There was no significant difference in how subjects rated these two attributes. Their relative position in the overall rankings does provide some insight into commonly held impressions by the sample in this study. It appears that full time employees in recreation settings are viewed as being athletic and somewhat carefree. It should be noted that the mean score for the concerned/carefree attribute was 4.28 on a seven point scale. While not representing a low overall score, it was the lowest of all attributes included in the study.

The relative rankings of the athletic/not athletic and concerned/carefree attribute pairs reflect the impressions of a predominantly college oriented group. The image of recreators as being 'athletic' and 'carefree' has produced feelings of dismay among park and recreation professionals in the past and it would appear that these impressions still exist as expressed by subjects in this sample.

In rating the attributes of full time jobs in recreation settings, subjects with an interest in a career in parks and recreation indicated that such jobs would be more satisfactory, have regular hours, have greater opportunity for advancement, higher pay, excellent working conditions, be important, be rewarding and offer a greater sense of achievement. Some park and recreation professionals would offer that obviously, the subjects in this study do not have a realistic idea of what jobs in recreation and park settings demand from employees? Regardless of that fact, the subjects with a career interest in parks and recreation, have the impression that full time jobs in recreation settings are very positive, rewarding and offer good working conditions. This 'positive' image of parks and recreation jobs by college oriented individuals should provide encouragement for academic programs in leisure studies as well as employers in recreation settings. An additional characteristic of the subjects participating in this study should be noted at this point. In both the 'jobs' and 'employees' studies, subjects with majors in recreation and leisure accounted for less than eight percent of the total sample.

This study attempted to gather preliminary data on the image of the leisure service provider and the occupation of the leisure service provider. While accomplishing its purpose, the study did so with some limitations. The subjects participating in the study were attending a job fair where recruiters represented agencies with seasonal jobs in recreation settings. It could be assumed that individuals attending such an event could be predisposed to have positive images of individuals and jobs in recreation settings. Additionally, even though the questionnaires used in the study included a statement that subjects responses would have no affect on their job applications, subjects may have felt some need to express positive impressions. These limitations do present some methodological concerns and the results should be viewed while taking them into consideration.

Although not within the original scope of this study, it would appear that while college oriented individuals have expressed generally positive impressions about the recreation field (including relatively high degree of career interest), they have not translated these impressions and interests into a change of major. It remains for the academic programs at institutions offering leisure studies curricula to act on these indicators and recruit those individuals with real interest and potential abilities into their respective programs.

Finally, further research is needed to determine the impressions of a wider range of individuals than those represented by this study. On the local level, the impressions of policy makers, community leaders, residents need to be assessed. This will assure that appropriate actions can be taken to encourage positive images and to act on negative or inappropriate images. On the regional and national levels, the images held by individuals about the park and recreation professionals and their occupations need to be assessed to accurately determine how the public views the park and recreation field.

References

Chalip, C., Csikszentmihalyi, C., Kleiber, D., & Larson, R. (1984). Variation of experience in formal and informal sport. Research Quarterly for Exercise and Sports, 55, 2, 109-116.

Godbey, G. (1985). The coming cross-pollination of leisure studies and recreation and park educaton: A response. Journal of Leisure Research, 17, 2, 142-148.

Goodale, T.L. (1985). Carts before heavy mules: Are competing hypotheses too late? Journal of Leisure Research, 17, 2, 149-154.

Hirschman, E.C. (1985). A multidimensional analysis of content preferences for leisure time media. Journal of Leisure Research, 17, 1, 14-28.

Kerlinger, F.N. (1973). Foundations of behavioral research (2nd edition). New York: Holt, Rinchert, and Winston, Inc.

Osgood, C., Suci, G. & Tannenbaum, P. (1957). The measurement of meaning. Urbana: University of Illinois Press.

Perdue, R. & Rainwater, A. (1984). Adolescent recreation and alcohol consumption. Therapeutic Recreation Journal, 18, 2, 41-51.

Shaw, S. (1985). Gender and leisure: Inequality in the distribution of leisure time. Journal of Leisure Research, 17, 4, 266-282.

Smith, S.L.J. (1985). An alternative perspective on the nature of recreation and leisure studies: A personal response to Rabel Burdge. Journal of Leisure Research, 17, 2, 155-160.

MIND TRAINER: A SYSTEMATIC PROGRAM FOR ACHIEVEMENT IN BUSINESS OR RECREATION

Richard D. Gordin, Ed.D.
Utah State University

The company of the Nineties is the major theme of the Mind Trainer Program. This program has an emphasis that builds from former factors and trends in business and recreation, for example, relation training in the 40's, management by objectives in the 50's, decentralization in the 60's, management strategies in the 70's and company culture in the 80's. Mind Trainer is derived from a multi-model, holistic and integrative approach to business. The major hypothesis of the course is that "growing people will create growing companies" and is based on new knowledge about individual, team and organizational success factors that are based in sport and applied for continual growth and change. Mind Trainer lasts for two months and consists of a course of two mini-courses each lasting 1.5 days. These mini-courses are separated by an 8 week training of systematic mental conditioning (15 minutes a day for 5 days a week). The mental training includes training in tension regulation, stress management, concentration, motivation, attitude training and team building. The goal of this training is relaxed efficiency and better wellness as well as increased productivity.

Mind Trainer was developed by Lars-Eric Unestahl in Sweden and utilizes a sport model to teach in such areas as "management by vision" networking skills, and personal-team-organizational growth based on these principles from sport. The sporting model works very well because of the many examples and illustrations that closely parallel the business and recreation fields.

MOTIVATIONAL TRAINING

Motivational training is a very important factor in training for success in business or recreational leadership. The key to motivational training is to find that inner fire without burnout. It is finding the "long time" burnout threshold. One important aspect of motivational training is goal setting. Goal setting is divided into five steps: a) goal awareness (increased awareness about former goals), b) goal-inventory (possible goals by definition), c) goal-analysis (finding the most suitable goals), d) goal formulation (changing from verbal statements to goal images) and e) goal-priority (ordering the hierarchy and time order for these goals). Unestahl (1986) stated that in order to find goals with the most suitable content for high performance one must set concrete goals with maximal individual control and optimal probability. One must also end the use of negations as negations do not exist in reality. The goals which have been selected as a result of the goal selecting procedure must be thoroughly integrated through goal-programming. This goal integration can best be achieved through an alternative state of consciousness (ASC). This process should include integration of both proximal and distal goals. Fearful goal images are neutralized. One also learns to keep a positive image in spite of what is happening. This process leads to the possibility that every human being has the capacity and right to select and control his or her own goal images.

We, as human beings, have about 50,000 decisions we make everyday. Our unconscious mind decides about 95% of these decisions for us. Just as the autopilot on a 747 jetliner makes corrections automatically during a flight one goal of Mind Trainer is to teach the unconscious mind to "let it happen" and make these decisions without the anxiety and energy expenditure that often accompanies these types of decisions. The program teaches the recreational leader the ability to trust in one's decisions making process and not become overly concerned with all details.

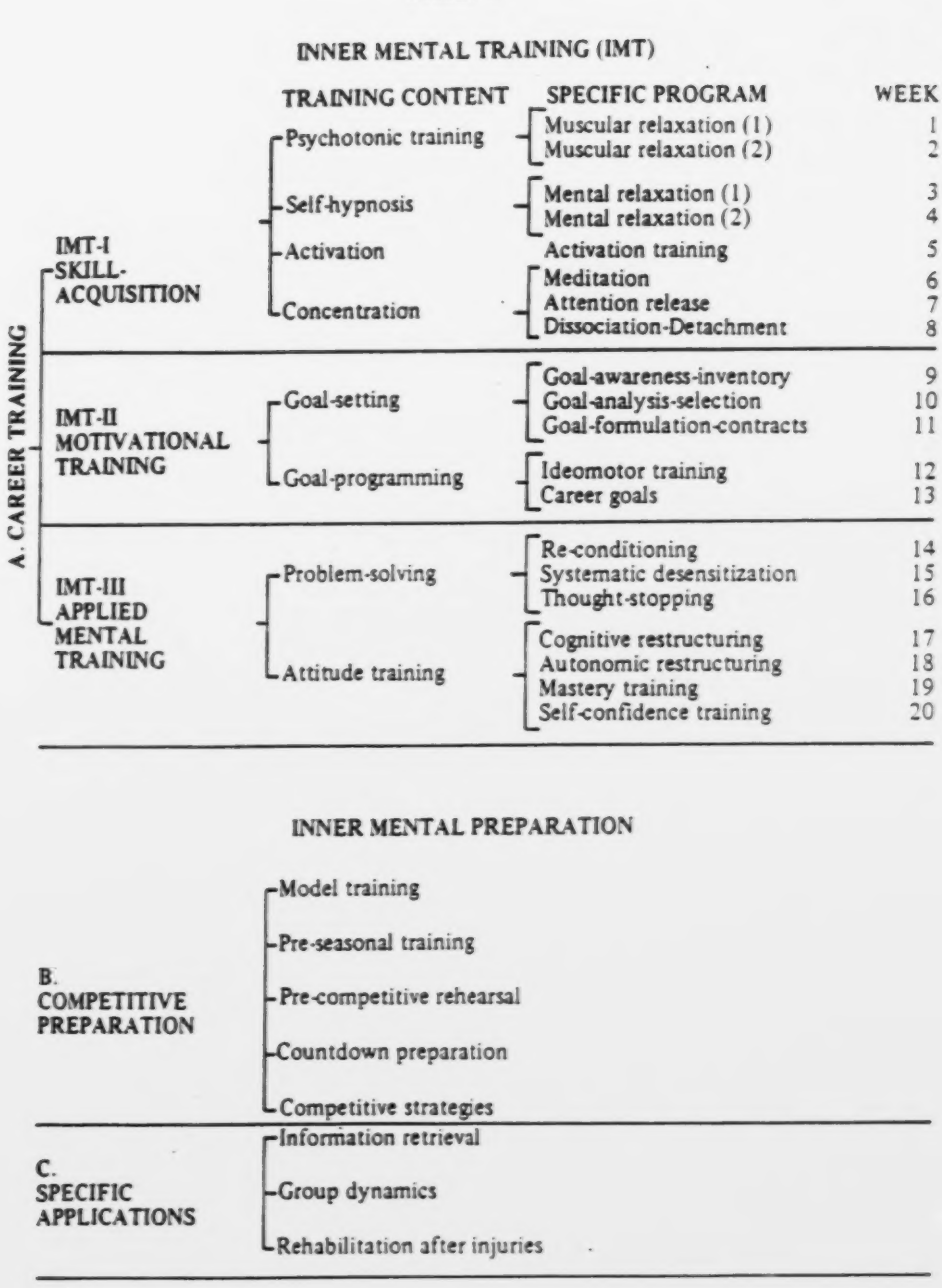
BASIC MENTAL TRAINING

It is the purpose of the training in the 8 weeks between the workshops to condition the individual to decrease the basic tension level. Progressive relaxation and concentration exercise are utilized to achieve this goal. Progressive muscular relaxation and integration of goals takes place during this time period. The individual also learns self-image training and attitude training as well as team building skills. This once in a life time training is based on Unestahl's Inner Mental Training (IMT) which has successfully been utilized by over 14,000 athletes.

Insert Figure 1 about here

This 8 week training develops and detects resources within the individual to teach control over bodily processes, emotions and mood state, attitudes, strategies for improvement and behavior. The concept that you can get what you want in life if you help enough others to get what they want is also explored. Henry Ford once stated that "whether you think you can or think you can't, either one is true." This concept of directing your decisions in life is also explored. The course concludes with a second workshop. During this second workshop a film is shown called "The Miracle Man". This film is a true story about Morris Goodman. Mr. Goodman was involved in an airplane accident and was paralyzed. His prognosis was very bad. He was told he would never walk again. Through his own goal programming and goal integration he was able to walk out of the hospital without the aid of his wheelchair defying medical science. This film is a dramatic portrayal of the power going from problem fixation to resource mobilization. This Mind Trainer program includes training in personal-team-organizational growth based on principles of mental training in sport derived by Unestahl over the past 15 years. (Unestahl, 1983). The short team temporary "psych-up" usually encountered in these courses is replaced with a long term systematic and goal directed internal education. At

FIGURE 1


INNER MENTAL TRAINING (IMT)
TRAINING CONTENT
SPECIFIC PROGRAM
WEEK
A. CAREER TRAINING
IMT-I SKILL-ACQUISITION
Psychotonic training
Muscular relaxation (1) 1
Muscular relaxation (2) 2
Self-hypnosis
Mental relaxation (1) 3
Mental relaxation (2) 4
Activation
Activation training 5
Concentration
Meditation 6
Attention release 7
Dissociation-Detachment 8
IMT-II MOTIVATIONAL TRAINING
Goal-setting
Goal-awareness-inventory 9
Goal-analysis-selection 10
Goal-formulation-contracts 11
Goal-programming
Ideomotor training 12
Career goals 13
IMT-III APPLIED MENTAL TRAINING
Problem-solving
Re-conditioning 14
Systematic desensitization 15
Thought-stopping 16
Attitude training
Cognitive restructuring 17
Autonomic restructuring 18
Mastery training 19
Self-confidence training 20
INNER MENTAL PREPARATION
B. COMPETITIVE PREPARATION
Model training
Pre-seasonal training
Pre-competitive rehearsal
Countdown preparation
Competitive strategies
C. SPECIFIC APPLICATIONS
Information retrieval
Group dynamics
Rehabilitation after injuries

present this program has been utilized in Sweden with such companies as Volvo, SAS, SKF, Berol, Asea, Televerket, Esso, P.K. Banken and more. The program is a combination of knowledge obtained from business, recreation and sport that allows for continuous growth in the company/organization. The course operates from a guiding model rather than on traditional planning. Like Kennedy in his Apollo speech in 1961, plans were not formulated, rather a goal was formulated and intergrated. Rather than say by careful analysis, our past history, our present resources and our current morivation will allow us, with a bit of luck, to place a man on the moon by 1989, he stated "Before the end of this decade (1969) we are going to place the first man on the moon." The goal was set and planning originated from there. This is the essence of Mind Trainer. More information may be obtained about this exciting program by writing MIND TRAINER, Box 16017, 70016 Orebro, SWEDEN. Good luck!

REFERENCES

Unestahl, L.E. (1986). The future of sport psychology. In L.E. Unestahl (Ed.) Contempory Sport Psychology, (pp. 291-301). Veje Publishing, Orebro: Sweden.

Unestahl, L.E. (Ed.) (1983). The mental aspects of gymnastics. Sweden: Veje Publishing.

MARKETING PRACTICES OF MEGATREND AND OTHER SELECTED BENCHMARK CITIES

Jess Hepler, Brigham Young University
Vern Holt-e, Agency Consultant, Provo City Parks and Recreation

Abstract

The purpose of this study was to assess and evaluate the marketing practices of municipal recreation agencies in megatrend and other selected benchmark cities. The design of this study focuses on trendsetting cities and the effectiveness of their marketing practices to include the following: T.V., radio, billboards, marketing committee, etc...

Marketing is much more than just promoting activities and programs. It is the entire process of packaging and delivering the agency's services. Tighter budgets and conservative attitudes among those who approve the recreation dollar are forcing municipal recreation agencies to evaluate their delivery system. Traditional advertising methods are giving way to new and innovative marketing techniques as the emphasis shifts from "selling" the department to "marketing" the agency. An important step in establishing a sound marketing program is assessing and evaluating which marketing practices are considered successful by other municipal recreation agencies. The format for this study is based on the marketing section of the 1984 and 1985 Recreation, Sports, & Leisure, "Managed Recreation Research Report."

Cities Studied

Megatrend and other benchmark cities were selected for analysis. Megatrend cities are bellweather cities; those that are on the cutting edge of the trends that mold our society. They are the new cities of great opportunity. John Naisbitt identified the megatrend cities in Megatrends: Ten New Directions Transforming Our Lives. For the purpose of this study, an additional 20 cities were selected by a jury of experts as being trendsetters in the municipal recreation movement. The following are the cities which were used in this study:

MEGATREND CITIES

Albuquerque, NM	Salt Lake City, UT
Austin, TX	San Diego, CA
Denver, CO	San Jose, CA
Phoenix, AZ	Tampa, FL
San Antonio, TX	Tuscon, AZ

OTHER SELECTED BENCHMARK CITIES

Aurora, CO	Ogden, UT
Boulder, CO	Orem, UT
Colorado Springs, CO	Sacramento, CA
Fullerton, CA	San Luis Obispo, CA
Irvine, CA	Santa Barbara, CA
Lakewood, CO	Seattle, WA
Livonia, MI	St. George, UT
Logan, UT	Sunnyvale, CA
Long Beach, CA	Thousand Oaks, CA
Mesa, AZ	Ventura, CA

Executive Summary of Research Findings

The following conclusions were drawn from the written survey results and oral interviews with the agencies:

1. Marketing is an important issue to municipal recreation agencies. I received a 100% return on the instrument. Most of the agencies surveyed expressed interest in receiving an executive summary of the results of this study.

2. Most (53.3%) of the agencies have a marketing plan (See table 3). Many of those interviewed who did not have a marketing plan indicated that they felt that is was important and that they were working on one. Most (73.3%) of the agencies have either a marketing committee or a staff member assigned to marketing concerns (See table 4).

3. The most popular marketing techniques are the activity guide, sponsors, agency logo, PR training, marketing plan, and the needs assessment. The most effective marketing technique is the activity guide (See table 10A).

4. The most popular mass media methods are newspapers, posters, bulletin boards, direct mail, radio, T-shirts, exhibits, and T.V. The most effective is direct mail (See table 8A).

5. Cooperative agreements are an important source of cash and in-kind revenue for the municipal recreation agency. The most popular items received during the past year as a result of a cooperative agreement were equipment, cash, and facility (See table 9).

6. The top three revenue sources (where do funds come from?) for municipal recreation agencies are (1) governmental sources, (2) program participants, and (3) bonds (See table 6).

7. The top five revenue methods (how are funds obtained?) for municipal recreation agencies are as follows: (1) general fund appropriations; (2) fees and charges; grants; and (3) rental/lease agreements (See table 7A). User fees are more likely to be the top funding method among non-megatrend cities (See table 7B).

8. The megatrend cities tend to have greater success with mass media methods such as T.V., radio, newspaper, and magazines than do the benchmark cities (See table 8B).

9. Smaller cities report the activity guide to be the most effective mass media method (See table 8C).

10. The needs assessment is an important marketing tool. Most (66.7%) of the cities reported having conducted a needs assessment within the last five years (See table 5).

Megatrend City Marketing Profile

The municipal recreation agency of the megatrend city is a community based agency that serves a population of more than 100,000. The majority (60%) does not have a formal written marketing plan, but most (70%) will have either a marketing committee or a staff member who is assigned to marketing concerns. Most (70%) will have conducted a needs assessment within the last five years.

Megatrend agencies identify their top sources of revenue as (1) government agencies, (2) program participants, and (3) bonds. The most popular funding methods for the megatrend agency are general fund appropriations, fees and charges, grants, leases, and general obligation bonds. These agencies value the benefits of establishing cooperative agreements and sponsorships with outside agencies and the business community. Typical megatrend agencies receive cash, equipment, materials, facilities, land and personnel as a result of cooperative agreements or sponsorships.

Effective use of the media is an important concern for the megatrend city recreation agency. All of these agencies use newspapers, radio, posters/flyers, and T.V. Other popular mass media methods are bulletin boards, T-shirts, and direct mail.

The typical megatrend agency will use an activity guide or quarterly brochure, use sponsors for programs, conduct PR training for staff, and have an agency logo.

Expanded Marketing Profile to Include All Cities

Presentation of Data

The instrument consisted of ten questions that assessed and/or evaluated demographics, marketing plans, revenue sources and methods, mass media methods, and marketing techniques.

Demographic Data

The agencies were asked to indicate which of the following best described their agency: single agency, dual agency, community based, or center based. Many (41.4%) of the agencies report that they are a community based agency. Another 41.4% of the agencies placed their program in one of the following catagories:

Single agency/Community based - 13.8%
Single agency/Community based/Center based - 13.8%
Single agency - 13.8%

The majority (67%) of all of the cities surveyed have populations of more than 100,000 (See table 2). All of the megatrend cities were in the 100,000+ category.

Marketing Plans

More than half (53.3%) of the agencies report using a marketing plan (See table 3). Most (73.3%) of the agencies had either a marketing committee or a staff member assigned to marketing concerns (See table 4). The needs assessment is an important marketing tool. Table 5 indicates that 66.7% of those surveyed had conducted a needs assessment within the last five years.

Sources of Revenue

The agencies were asked to rank their top three revenue sources (See table 6). The top three sources of revenue for all of the cities in this study are:

1. Government sources (city, state, and federal)
2. Participants
3. Bonds

Once the sources of revenue were identified, the agencies were asked to identify their top five funding methods (See table 7). The top six funding methods and their score for all of the cities are listed below:

1. General fund appropriations (123)
2. Fees and charges (118)
3. Grants (48)
4. Rental agreements and leases (44)
5. General obligation bonds (30)
6. Sponsors (22)

Of the megatrend agencies who ranked their funding methods, all of them indicated that the general fund was their top funding method (See table 7B). Twenty-five percent of the selected benchmark cities said that fees and charges were their top funding method.

The respondents were then asked to indicate which cash and in-kind items that they have received during the past year as a result of a partnership with a business or non-profit organization (school district, YMCA, etc.). The responses indicate that most of the agencies engage in some sort of cooperative venture that involves cash, equipment, facilities, land,materials, or personnel (See table 9). The percentage of agencies receiving items as a result of a cooperative agreement or sponsorship is listed below:

1. Equipment (84.6%)
2. Cash (80.8%)
3. Facility (73%)
4. Materials (65.4%)
5. Land (50%)
6. Personnel (46.2%)

Mass Media Methods

The agencies were asked to identify and evaluate the mass media methods practiced by their agency (See tables 8A, 8B, and 8C).

Overall the most popular methods were newspapers (100%), posters (96.7%), bulletin boards (90%), direct mail (90%), radio (90%), T-shirts (66.7%), and T.V. (66.7%). Direct mail was reported as being the most effective. Marquees were reported as being good by those who used them. The following methods received adequate ratings by those who used them: bulletin boards, exhibits, Yellow Page listings, bullboards, and posters. Newspaper, radio, and television received mixed ratings with responses in all categories.

The use of television is popular. All of the megatrend cities and half of the selected benchmark cities used T.V. Use of T.V. varied from a weekly show to cable T.V. bulletin boards. The success of television depends on the type of programming received.

The megatrend agencies cite radio, newspapers, T.V., and magazines as being more effective than do the

selected benchmark cities (See tables 8B and 8C). The megatrend cities rated radio and newspaper as excellent (See table 8B). Mass media methods receiving high effectiveness ratings from the megatrend agencies that used them are listed below:

EFFECTIVE	GOOD	ADEQUATE
Newspapers	Magazines	Bulletin Boards
Radio	Marquees	Exhibits
Direct Mail	T-shirts	
	Posters	
	Telemarketing	

Selected benchmark agencies reported that direct mail was the most effective mass media method for them (See table 8C). Flyers were also reported as being an excellent mass media method.

Marketing Practices

The final question identified and evaluated marketing practices (See tables 10A, 10B, and 10C). Most of the agencies reported using the activity guide (93%), sponsors (89.7%), agency logo (79%), family discount (58.6%), needs assessment (51.7%), and marketing plan (51.7%).

The agencies reported that the activity guide and the enterprise fund were excellent marketing techniques. Sponsors, sales force, and the marketing plan all received good ratings. The activity guide received a higher percentage of excellent ratings from the benchmark agencies than from the megatrend agencies (61.1% vs. 44.4%). Advertising/sales, agency mascot, and a fee waiver system were also named as excellent marketing techniques by those who use them.

References

"Managed Research Recreation Report," Recreation, Sports, and Leisure, August 1984, pp. 32-34.

"Managed Research Recreation Report," Recreation, Sports, and Leisure, August 1985, pp. 21-34.

Naisbitt, John. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Book, Inc, 1984.

Your cooperation in completing this questionnaire will help to assess and evaluate marketing practices used by municipal recreation agencies.

1. Program description (Circle all that apply):
   A) Single agency based B) Dual agency based C) Center based
   D) Community based

2. Please indicate the size of your community:
   A) Under 20,000 B) 20,000-40,000 C) 40,000-60,000
   D) 60,000-80,000 E) 80,000-100,000 F) 100,000+

3. Does your agency have a marketing plan? Yes___ No___

4. Does your agency have a marketing committee (or a staff member responsible for marketing concerns?) Yes___ No___

5. Has your agency conducted a needs assessment within the last five years? Yes___ No___

6. Please rank your agency's top three revenue sources:

   ___ Bonds
   ___ Business/corporation
   ___ Investments
   ___ Government agencies (city, county, state, federal, etc...)
   ___ Philanthropic foundations
   ___ Program participants/patrons
   ___ Service organizations
   ___ Voluntary groups
   ___ Other _____

7. Please rank your agency's top five funding methods:

   ___ Fees and charges
   ___ Fund raising
   ___ General fund appropriations
   ___ General obligation bonds
   ___ Gifts
   ___ Grants
   ___ Revenue bonds
   ___ Rental agreements/leases
   ___ Sponsors
   ___ Other _____

8. Indicate the mass media methods used by your agency. Please evaluate their effectiveness according to the following scale:
   1) Excellent 2) Good 3) Adequate 4) Poor 5) Ineffective (Circle your response).

MEDIA	YES	NO	Excellent	Good	Adequate	Poor	Ineffective
Billboards	—	—	1	2	3	4	5
Bulletin boards	—	—	1	2	3	4	5
Bumper stickers	—	—	1	2	3	4	5
Club bulletins	—	—	1	2	3	4	5
Direct mail	—	—	1	2	3	4	5
Exhibits	—	—	1	2	3	4	5
Magazines	—	—	1	2	3	4	5
Marquees	—	—	1	2	3	4	5
Newspapers	—	—	1	2	3	4	5
Posters	—	—	1	2	3	4	5
Radio	—	—	1	2	3	4	5
Telemarketing	—	—	1	2	3	4	5
Television	—	—	1	2	3	4	5
T-shirts	—	—	1	2	3	4	5
Yellow pages	—	—	1	2	3	4	5
Other_____	—	—	1	2	3	4	5

9. Which of the following cash or in-kind items has your agency received in the past year as a result of partnership with a business or non-profit organization (school district, YMCA, etc...):

   ___ Cash
   ___ Equipment
   ___ Facilities
   ___ Land
   ___ Materials
   ___ Personnel
   ___ Other _____

10. Please indicate which of the following marketing practices are used by your agency. Evaluate their effectiveness according to the following scale: 1) Excellent 2) Good 3) Adequate 4) Poor 5) Ineffective (Circle your response).

Marketing Practice	YES	NO	Excellent	Good	Adequate	Poor	Ineffective
Activity guide	—	—	1	2	3	4	5
Corporate discount	—	—	1	2	3	4	5
Enterprise funds	—	—	1	2	3	4	5
Family discount	—	—	1	2	3	4	5
Free introductory use	—	—	1	2	3	4	5
Gifts catalog	—	—	1	2	3	4	5
Agency logo	—	—	1	2	3	4	5
Marketing committee	—	—	1	2	3	4	5
Marketing plan	—	—	1	2	3	4	5
Needs assessment	—	—	1	2	3	4	5
PR training for staff	—	—	1	2	3	4	5
Sponsors	—	—	1	2	3	4	5
Sales force	—	—	1	2	3	4	5
Tours	—	—	1	2	3	4	5
Other_____	—	—	1	2	3	4	5

TABLE 1
Agency Description

	All Cities		Megatrend Cities		Selected Cities	
	n	%	n	%	n	%
Community Based	12	41.4	4	40	8	42.1
Single/community based	4	13.8	1	10	3	15.8
Single/Center/Community	4	13.8	1	10	3	15.8
Single Agency	4	13.8	1	10	3	15.8
Total	29	82.8	10	70	19	89.5

TABLE 2
Community Size

	All Cities		Megatrend Cities		Selected Cities	
	n	%	n	%	n	%
100,000+	20	66.7	10	100	10	50
60,001-99,999	7	23.3	0	0	7	35
60,000 & Under	3	10.0	0	0	3	15
Total	30	100.0	10	100	20	100

TABLE 3
Marketing Plan

	All Cities		Megatrend Cities		Selected Cities	
	n	%	n	%	n	%
Yes	16	53.3	4	40	12	60
No	14	46.7	6	60	8	40
Total	30	100.0	10	100	20	100

TABLE 4
Marketing Committee or Staff Assignment

	All Cities		Megatrend Cities		Selected Cities	
	n	%	n	%	n	%
Yes	22	73.3	7	70	15	75
No	8	26.7	3	30	5	25
Total	30	100.0	10	100	20	100

TABLE 5
Needs Assessment

	All Cities		Megatrend Cities		Selected Cities	
	n	%	n	%	n	%
YES	20	66.7	7	70	13	65
NO	10	33.3	3	30	7	35
TOTAL	30	100.0	10	100	20	100

TABLE 6
Ranking of Top Three Revenue Sources for All Cities

Revenue Method	Score
Government	94
Participants	78
Bonds	15
Volunteers	12

TABLE 7A
Ranking of Top Revenue Methods for All Cities

Revenue Method	Score
General fund appropriations	123
Fees	118
Grants	48
Rent agreements/Leases	44

TABLE 7B
Ranking of Top Six Revenue Methods for All Cities

All Cities		Megatrend Cities		Selected Cities	
Method	Score	Method	Score	Method	Score
General Fund	123	General Fund	45	Fees	85
Fees	118	Fees	33	General Fund	78
Grants	48	Grants	14	Grants	34
Rent/Lease	44	Rent/Lease	11	Rent/Lease	33
Gen Ob Bond	30	Gen Ob Bond	10	Gen Ob Bond	20

TABLE 8A
Top Mass Media Methods for All Cities

n=30	YES n	Excellent %	Good %	Adequate %	Poor %	Ineffective %
Newspapers	30	36.7	33.3	23.3	6.7	0
Posters	29	6.9	37.9	55.2	0	0
Bulletin boards	27	0	18.5	74.1	7.4	0
Direct mail	27	44.4	37	18.5	0	0
Radio	27	29.6	22.2	37	11.1	0
T-shirts	27	11.1	40.7	44.4	3.7	0
Exhibits	20	0	25	65	10	0
T.V.	20	21.1	31.6	21.1	26.3	0
Club bulletins	14	7.1	35.7	42.9	14.3	0
Magazines	13	15.4	46.2	23.1	15.4	0
Yellow Pages	11	10	30	60	0	0
Bumperstickers	9	11.1	11.1	33.3	44.4	0
Marquees	8	0	62.5	37.5	0	0
Other	8	25	50	25	0	0
Billboards	7	14.3	14.3	57.1	0	14.3
Telemarketing	6	0	33.3	33.3	33.3	0

TABLE 8B
Top Mass Media Methods for Megatrend Cities

n=10	YES n	Excellent %	Good %	Adequate %	Poor %	Ineffective %
Newspapers	10	50	20	10	20	0
Posters	10	10	40	50	0	0
Radio	10	50	0	40	10	0
T.V.	10	33.3	22.2	11.1	33.3	0
Bulletin boards	9	0	0	100	0	0
T-shirts	9	11.1	33.3	55.6	0	0
Direct mail	8	12.5	50	37.5	0	0
Exhibits	6	0	16.7	66.7	16.67	0
Club bulletins	5	0	20	40	40	0
Marquees	5	0	60	40		0

BEST COPY AVAILABLE

TABLE 8C
Top Mass Media Methods for Selected Benchmark Cities

n=20	YES n	Excellent %	Good %	Adequate %	Poor %	Ineffective %
Newspapers	20	30	40	30	0	0
Direct mail	19	57.9	31.6	10.5	0	0
Posters	19	5.26	36.8	57.9	0	0
Bulletin boards	18	0	27.8	61.1	11.1	0
T-shirts	18	11.1	44.4	38.9	5.6	0
Radio	17	17.6	35.3	35.3	11.7	0

TABLE 9
Cash or In-kind Service Received from an Outside Agency or Business

	All Cities n=26		Megatrend Cities n=9		Selected Cities n=17	
	n	%	n	%	n	%
Equipment	22	84.6	8	88.9	14	82.4
Cash	21	80.8	8	88.9	13	76.4
Facility	19	73.0	6	66.7	13	76.5
Materials	17	65.4	7	77.8	10	58.8
Land	13	50	5	55.6	8	47.1
Personnel	12	46.2	4	44.4	8	47.1
Other	3	11.5	2	22.2	1	5.9

TABLE 10A
Marketing Techniques for All Cities

n=29	YES %	Excellent %	Good %	Adequate %	Poor %	Ineffective %
Activity guide	27	55.6	29.6	11.1	3.8	0
Sponsors	26	26.9	65.2	3.8	3.9	0
Agency logo	23	21.8	43.5	30.4	4.3	0
PR training	20	10	35	45	5	0
Family discount	17	5.9	47.1	35.2	5.9	5.9
Marketing plan	15	6.7	53.3	40	0	0
Needs assessment	15	20	46.7	33.3	0	0
Free introductory use	13	15.4	38.5	38.5	0	7.7
Gift catalog	13	0	30.8	15.4	23.1	15.4
Enterprise fund	12	50	41.7	0	8.3	0
Marketing committee	12	8.3	33.3	41.7	8.3	0
Tours	12	0	50	41.7	8.3	0
Corporate discount	7	0	42.9	57.1	0	0
Sales	5	0	60	20	20	0
Other	4	75	25	0	0	0

TABLE 10B
Marketing Techniques for Megatrend Cities

n=9	YES %	Excellent %	Good %	Adequate %	Poor %	Ineffective %
Activity guide	9	44.4	22.2	33.3	0	0
Sponsors	8	37.5	62.5	0	0	0
PR training	7	14.3	14.3	42.9	14.3	0
Agency logo	6	0	33.3	66.7	0	0
Needs assessment	5	20	40	40	0	0

TABLE 10C
Marketing Techniques for Selected Benchmark Cities

n=20	YES %	Excellent %	Good %	Adequate %	Poor %	Ineffective %
Activity guide	18	61.1	33.3	0	5.6	0
Sponsors	18	22.2	66.7	5.6	5.6	0
Agency logo	17	29.4	47.1	17.6	5.9	0
Family discount	13	7.7	53.9	30.8	0	7.7
PR training	13	7.7	46.2	46.2	0	0
Free introductory use	11	18.9	45.5	27.3	0	9.1
Marketing plan	11	9.1	63.6	27.3	0	0
Gift catalog	10	0	30	20	30	20
Needs assessment	10	20	50	30	0	0
Tours	10	0	60	40	0	0

PRIVATE FOUNDATION GRANT WRITING

Craig W. Kelsey, Ph.D.
Chair, Parks and Recreation
Utah State University

Introduction

The importance and process of grant writing for parks and recreation professionals is well established and workable. Most administrators have at least attempted to generate outside funding particularly with Land and Water Conservation funds. However, with the reduction of general revenue sharing monies, LAWCON grants and the Grand-Rudmen Ammendments the future of federally based grant money is unclear. The latest NRPA Legislative Action Alert indicates that "LWCF State Grants Program FY 1987 funding level is unclear" with $35-50 million expected to finally emerge. A possible alternative is available for parks and recreation administrators in the area of PRIVATE FOUNDATION Grant writing and CORPORATE SPONSERSHIPS. The concept of grant writing basically remains the same, however, the funding sources shift. Private foundation grant writing is different from federally based grant writing however and some significant differences should be recognized.

Differences Between Private Foundation and Governmental Agencies

The following differences are general in nature but may have profound effect on making adjustments in your grant writing approach.

1. Personal contact with officers of a private foundation is far more important than in the case of a federal agency.
2. While it is always good procedure when feasible, federal agencies have less expectation than preliminary plans will be submitted to them for reactions and suggestions.
3. Private foundations tend to fund activities for which governmental support is not available.
4. Private foundations have more flexibility.
5. Private foundations often give even greater emphasis to uniqueness and quality than do federal agencies.
6. Private foundations generally require a shorter and less detailed proposal.
7. Private foundations generally provide less detailed guidelines for proposal preparation.
8. Private foundations rarely require a plethora of forms in the manner of federal agencies.
9. Private foundations display less inclination to give the reasons for rejection of a proposal and are under no legal obligation to do so.
10. Private foundations generally are more flexible about how a grantee spends the funds awarded.

In developing a federally based grant the source and procedure is usually clear. But, with private foundations, how does an administrator even find information about private foundations?

Locating Private Foundation Sources

There are several directions that an administrator may go in order to identify what groups have foundations. The most common is The Foundation Center, which provides the following documents:

The Foundation Directory, 6th ed., New York: The Foundation Center.

The Foundation Grants Index, New York: The Foundation Center.

The Foundation News, New York: The Foundation Center (a bimonthly periodical with supplements to The Foundation Grants Index).

The Foundation Center Source Book, Vol. I & II New York: The Foundation Center.

The Foundation Center Source Book Profiles, New York: The Foundation Center.

The Foundation Center National Data Book, (2 volumes), New York: The Foundation Center.

About Foundations, New York: The Foundation Center.

IRS Tax Returns for selected private foundations are available at one or more major libraries in almost every state.

(The address of the Foundation Center is: 888 Seventh Avenue, New York, NY 10019. All of their publications can be ordered directly from their office with the exception of The Foundation Directory and The Foundation Grants Index which are distributed by Columbia University Press, 136 South Broadway, Irvington, New York 10533.)

Another source consists of information services that will search for possible funding sources for your agency. These information services are usually very expensive but can be very useful. Some of these sources include:

Foundation Research Service, Lawson & Williams Associates, Inc., 39 East 51st Street New York, NY 10022. (Publisher of Foundation 500)

Taft Information System, Taft Products, Suite 600, 1000 Vermont Ave., N.W., Washington, D.C. 20005.

The ORYX Press Grant Information System, The ORYX Press, 3930 East Camelback Road, Phoenix, Arizona 85018.

College and University Reporter, Commerce Clearing House, Inc., 4025 W. Peterson, Chicago, IL 60646.

Guide to Federal Assistance for Education, New Century Education Corporation, 440 Park Avenue South, New York, NY 10016.

Other sources which may be helpful but are more difficult to utilize include some of the following:

Annual Reports	Newsletters
Tax Returns	Legislation
Telephone Directories	
Organizational Charts	
Guidelines and Regulations	

Once that the administrator has identified private foundations how does one know if the foundation is particularly promising, that is interested in funding projects that your agency deals with? The following guidelines may be helpful.

1. Identifying promising foundations may require considerable time and the use of a variety of references.

2. Use The Foundation Grants Index to identify promising foundations from among the three-hundred largest foundations based on information about grants awarded in the past.

3. Use your states' microcard copies of income tax returns to identify the smaller promising foundations from your state.

4. Similar microcard collections of income tax returns for other states are available in national collections in Chicago, Washington, and New York or can be purchased from the Internal Revenue Service.

5. Publications which may be helpful in identifying those local foundations for which income tax information should be sought are: (a) a foundation directory for your state, if one is available, and (b) The Foundation Center National Data Book.

If a particular foundation appears promising, then the next logical step is to make appropriate contact with the foundation. This first contact is so very critical and perhaps some of the following hints will prove helpful.

CONTACT WITH A PRIVATE FOUNDATION

1. Reasons for contacting the foundation.
   a. to "sell" yourself, your organization and your idea.
   b. to establish a relationship with the foundation.
   c. to obtain information on the particular interests of the foundation.
   d. to assess the funding potential of your idea and get suggestions.

2. Means of contacting the agency
   a. the first choice is always a personal interview
   b. the second choice is by submission of a brief proposal (three to five pages) with a short covering letter.

3. Obtaining an interview
   a. the telephone, if properly used, probably is most effective
   b. the alternative is a letter requesting an interview

4. Requesting an interview by telephone
   a. know the foundation you are contacting and proceed accordingly
   b. use the name of a well-known person from your organization when possible
   c. be positive, convincing and enthusiastic, but not too pushy
   d. keep your presentation broad, short and simple
   e. answer questions but suggest that it would be easier to do so in person
   f. even a tentative appointment is better than no appointment
   g. suggest a brief meeting; 15-30 minutes is sufficient
   h. have a lot of questions ready to ask in the event an interview is not possible

5. Requesting an interview by letter
   a. send a short simple letter
   b. do not include your written proposal
   c. include information about your organization

6. Preparation for the interview
   a. thorough preparation is essential
   b. prepare a written statement for use during the interview and/or to leave with the person you are meeting

After the initial contact with the foundation has been made, the next step is to prepare a funding proposal. This process is more of an art than a science and requires a specialized skill. Unfortunately the process is beyond the scope of this paper, but the following source may be helpful.

> "Writing a Private Foundation Grant" Craig W. Kelsey, Institute for Urban and Rural Parks and Recreation Planning. Publication No. 101786, Utah State University, Logan, UT 84322-7000.

CHARACTERISTICS OF A GOOD PROPOSAL

The characteristics of a good proposal should include some of the following elements.

1. The need for the proposed activity is clearly established, preferably with data.

2. The most important ideas are highlighted and repeated in several places.

3. The objectives of the project are given in detail.

4. There is a detailed schedule of activities for the project, or at least sample portions of such a complete project schedule.

5. Collaboration with all interested groups in the planning of the proposed project is evident in the proposal.

6. The commitment of all involved parties is evident, e.g., letters of commitment in the appendix and cost sharing stated in both the narrative of the proposal and the budget.

7. The budget and proposal narrative are consistent.

8. The uses of the money are clearly indicated in the proposal narrative as well as in the budget.

9. All of the major matters indicated in the proposal guidelines are clearly addressed in the proposal.

10. The agreement of all project staff and consultants to participate in the project was acquired and is so indicated in the proposal.

11. Appropriate detail is provided in all portions of the proposal.

12. All of the directions given in the proposal guidelines have been followed carefully.

13. Appendices have been used appropriately for detailed and lengthly materials which the reviewers may not want to read but are useful as evidence of careful planning, previous experience, etc.

14. The length is consistent with the proposal guidelines and/or funding agency expectations.

15. The budget explanations provide an adequate basis for the figures used in building the budget.

16. If appropriate, there is a clear statement of commitment to continue the project after external funding ends.

If you or your agency feels that preparing a proposal is a good idea, then some of the following suggestions may prove helpful.

SUGGESTIONS FOR PREPARING THE PROPOSAL

1. Do the necessary preliminary work: planning, contact with the agency, involvement of all parties, etc.

2. Read the proposal guidelines carefully and repeatedly.

3. Outline the proposal.

4. Follow the guidelines carefully.

5. Get critical reactions to the initial draft.

6. If several people are involved in preparation of the proposal develop detailed outlines of each section on newsprint as a part of group planning. Use these outlines as a basis for writing.

7. If various sections of a proposal are to be written by different people, one person should take responsibility for integrating the sections and doing extensive final editing.

8. Once the proposal is written, a careful review of it by people who were not part of the proposal preparation process may be quite helpful.

9. When letters of support are needed, be quite specific in indicating to the persons writing them what is needed in the letters. Such letters are most important when another person or agency is expected to make some tangible commitment to the project.

One last note, corporate sponsorship of parks and recreation projects is also an effective alternative and is similar to private foundation grant writing, however, slight and important different factors need to be addressed. If this is the direction that seems appropriate, then the following sources may be helpful.

"Gaining Corporate Sponsorship"
Craig W. Kelsey, Institute for Urban and Rural Parks and Recreation Planning Publication No. 102386, Utah State University, Logan, UT 84322-7000.

RECREATION AND HEALTHY LIFESTYLES

Mike Vander Griend, Ed.D.
University of California, San Diego
and
Jeri Muse, MA
San Diego State University

The word is out. Although record numbers of people are participating in recreational activities, problems still exist. For instance, how we feel about ourselves: nearly 90% of Americans think they weigh too much. Thirty percent of women and sixteen percent of men are always dieting. Over the past year, Americans spent 6 billion on diet aids and 200 million dollars worth on over the counter drugs.[1] Yes, although more Americans than ever are fitness fanatics and pursuing recreational activities with even greater zest, we still continue in record numbers to have a low self-image of ourselves. As recreation and fitness professionals, our responsibilities include helping people develop healthy lifestyles.

One of our goals is to prove to our clientele that by maintaining cardiovascular fitness and high recreational activity levels quality of life will possibly be improved.

Past research has emphasized only the importance of high fitness levels for the reduction of cardiovascular disease. However, more recent research has shifted to investigating leisure-time activity and it's relationship in the reduction of risk for cardiovascular disease.

This emphasis on leisure-time activity levels should be exciting to the recreation professional. If it is proven that increased recreational activity levels reduce cardiovascular disease, the more we can sing the praises of the need for recreation in our clientele's lives.

What research has been done so far? Morris et al, studied exercise in leisure time in almost 18,000 male, executive-grade British civil servants. These men had similar desk jobs but different hobbies. The men with vigorous pursuits had only half as many coronary attacks as their sedentary collegues.[2]

As defined by Morris, "rigorous pursuits" included such activities as callisthenics, energetic getting about, climbing hills and stairs--dynamic aerobic activity involving free movement of large muscle groups.

Tests such as the Taylor Leisure-Time Activity Questionnaire, Tecumseh, British Civil Servant and Framingham investigate an individual's leisure time activity level in order to assess risk for cardiovascular disease. Does the person use the stairs when an elevator is available? How much time is spent walking for pleasure? Is the person involved in gardening, hunting, carpentry or other leisure pursuits.

Unfortunately, although a relationship may be plausible between leisure activity and cardiovascular health, this relationship is still unproved.

Klissouras in his research stated that it was not so much what you did, i.e. activity, as who your parents were.[3] Other researchers have agreed. Heredity, not activity levels, may be the most significant factor in reducing your chance for developing coronary artery disease.

Fortunately, the research in this area continues. More importantly to us in recreation, the emphasis on research continues to expand in it's emphasis on leisure. This investigation on leisure activities i.e., walking, hunting, and those activities on cardiovascular disease gives further knowledge to us in the recreation profession. We have more information to give to our clientele.

The research continues. Let it not stop. However, until the results are in,

> Better to hunt in fields, for health unbought
>
> Than fee the Doctor for nauseous Draught
>
> The Wise, for Cure, on exercise depend
>
> God never made his work, for Man to mend.
>
> John Dryden
> Fables Ancient and Modern

BIBLIOGRAPHY

1. USA Today Magazine

2. Morris, J.N., Chave, S.P.W., Adam, C., Sirey, C., Epstein, L., and Sheenan, D.J. (1973). Vigourous exercise in leisure time and the incidence of coronary heart disease. Lancet, 1, 333-337.

3. Klissouras, V. (1973). Genetic aspects of physical fitness. J Sports Med, 13, 164-170.

SETTING STANDARDS FOR QUALITY

Daniel D. McLean, Cedar Rapids Recreation Commission

ABSTRACT

Quality Management has over the last few years been a key work for American management. Most of the emphasis has been on Japanese approaches to quality management. This article takes contemporary American management thought and discusses it application to park and recreation settings. The steps discussed have been used in the implementation of a quality management program in at least one system.

INTRODUCTION

In recent years the emphasis upon quality has resulted in the word becoming a household term. Quality, once a topic reserved for the manufacturing workplace, is now a buzz word throughout America. William Ouchi's presentation of Japanese management process in Theory Z had a significant role in the revival of quality in America. Industry, who has traditionally espoused quality was quick to see the benefits of the Japanese movement and implemented many Japanese quality management programs. Quality in service organizations has emerged in the last five years.

Other authors such as Crosby in Quality is Free and Quality Without Tears and Peters and Waterman in In Search of Excellence and Peters and Austin's A Passion for Excellence have responded that many American corporations have been practicing quality for years—long before it became fashionable.

Government, including parks and recreation, has not been left out of the quality movement. The increase of quality related literature that is available to park and recreation practitioners attests to this fact. Most of the literature, however, primarily deals with non-program areas such as maintenance operations, fiscal operations, and the like. If quality management is to be effective it needs to impact upon the product of recreation departments—recreation programs. This article will discuss the development and implementation of a quality management program in recreation agencies.

QUALITY

Quality is best defined as "conformance to requirements". Conformance to requirements means that a standard has been established for each function and that standard is what the outcome (product) is measured against. This definition requires that recreation practitioners thoroughly investigate any process before implementing it to insure that standards can be established in advance. As will be discussed later, standards can be developed for any process.

The definition assumes that "goodness" is not quality. If one says, "This is a 'good' program because I feel it is", it will not meet the criteria of the definition. Quality is measurable and thus quantifiable. This is the key point in quality management.

When quality is not present, it is because of nonconformance. Nonconformance is a failure to be in harmony with established standards. All nonconformances are caused. Non conformance does not just happen. It is caused because of a failure somewhere by someone or something. Anything that is caused can be prevented.

Quality is measured by the administrator of the program(s), but is reflected in the perceptions of the users. A failure to meet the quality standards may result in program offerings that are not perceived by users as successful or desireable. This infers a strong link between measurement of quality and user perceptions of quality.

Recreation programs may and will operate for years without an overt commitment to quality. In the presence of an increasing emphasis upon accountability and competition from the private sector, it is essential that recreation agencies improve the quality of their services. As competition for the public dollar and for individual's time becomes more concerted, only those agencies which pay close attention to quality will survive and flourish.

In recreation programs we should be concerned not only with processes, but also with outcomes of program development. The program process can be divided into four major components: program analysis, program planning, program design, and program presentation. Each of the areas provides opportunities for nonconformance which could result in a lack of quality.

Program analysis is the process of determining who will be served (market segmentation) by the agency and the resulting analysis of that population. These two functions provide the core of the planning process and must be guided by a departmental philosophy.

Program planning involves the processes of identifying program goals and generating program solutions. Program design begins to narrow the selection process by determining what programs will be offered and the type of program approach. Program offerings are the final programs, the presentation of them to the selected population, their operation, and resultant evaluation.

Quality, then, is concerned with all aspects of the program process from the analysis to the offering stage. It attempts to identify measureable components of the process and to establish standards to those measureable components. Quality management is the process of monitoring the quality process.

QUALITY MANAGEMENT

Quality management is a systematic way of guaranteeing that organized activities happen the way they are planned. It is a management discipline concerned with preventing problems from occuring by creating the attitudes and controls that make prevention possible.

Quality management has an orientation towards the participant. It attempts to view the recreation program and its associated functions from the satisfaction derived by the participant. In other words, it takes the participant's view of the recreation agency and its

programs.

Quality management attempts to cover all functions impacting the program-participant interface. It views, not only the direct program functions, but also the administration, office, and maintenance related functions for their impact upon the participant. In each situation, standards are established for dealing with participants and participant related operations.

A case can be made for saying that all functions are related to participant satisfaction. The maintenance crew delivering bleachers for a swim meet are just as critical as the programmers who will be putting on the swim meet. The improper locating of the bleachers could result in complaints and spectator dissatisfaction because there was no 'good' seating.

A key point to be emphasized is that quality management is an ongoing process of experimentation and learning. Experimentation in the sense that recreation organizations are always seeking new ways to satisfy participant desires and the measurement of participant outcomes remains in the infancy stage. As researchers learn more about participant outcomes the results of quality management efforts will result in better programs.

Finally, this process requires a high trust environment between workers and management that crosses all management functions. Recognition by management that 'everyone' is involved in quality is essential to the success of any quality management program. The process stresses the importance of each employee being involved. It is each employee who knows best his/her job and can assist in establishing standards for it.

Steps to Quality Management

Step 1: Commitment. Management commitment is the most important step in the process. Management must understand, believe in, and nurture quality management. If management has a positive and reinforcing attitude, then the efforts to establish a quality management program will be greatly enhanced. On the other hand, if management is resistive or non-supportive the process should not be attempted.

The daily actions of management must reflect an over riding commitment to the process. Management will have to convey that their commitment to quality is more than just a process—it is a way of life for the organization.

Step 2: Quality Team. The quality team is that group within the organization which is initially charged with putting the quality management program in practice and guiding its implementation. The team becomes both an advisory and action body to the director. The team should represent all key areas of the department (program, maintenance, secretarial). The team does not need to have a balance of each functional area. It should, however, be composed of your top people from each area.

The team goes through a continuing educational process, beginning with an in-depth explanation of the program. It is advantageous to take the team through some team building exercises. The team building exercises will accomplish two major purposes. First, it will allow the individual members of the team to get to know and respect each other. Secondly, they will begin to function in a manner essential for the success of the quality management program. A consultant is recommended for team building.

The quality management training can be accomplished with a consultant, or with internal staff. The overview, introduction, and first time through the process can be handled by staff who are, or are not, part of the quality management team. After the initial training has occured the team should be able to handle the majority of their own training needs. It is important to monitor their progress to insure they are not being hampered by lack of training. The educational process, which may or may not be designed by the team, should be ongoing.

Quality issues, which are to addressed by the team, are initially selected based upon the potential for success for the team. If the team can address a quality issue that has above average potential for success as a result of their involvement, then a positive attitude about quality management is reinforced in the team members and in management. This is essential in the early stages of quality management implementation.

Step 3: Measurement. This step includes the establishment of clear and understandable standards. This often becomes the most difficult area to deal with, but the failure to have clear standards creates the greatest problems later. Quality improvement teams struggle with standards development until they realize that it is not up to them to develop the measurements.

Every job has input, process and output. Measurement is related to output. Input and process, however, become the areas where improvement occurs in order to boost output.

As you allow individuals to determine measurement standards for their work areas, they become involved in the quality process. You must gain each employees attention in order to make the process work.

If individuals refuse to determine measurement or do not understand the process, then go to the people who receive the output (in this case the programs) to tell them how they are doing. The answer is measurement.

It is important to go to this group of individuals under any circumstances. When dealing with the public, the success or failure of our programs may be dependent upon how they perceive our operations.

Step 4: Economics of Quality. This step deals with what it costs for conformance and nonconformance to be present. It gets the attention of managers and nonmanagers alike. Once the economics of quality have been determined, managers are better able to make decisions about implementing various quality steps. The cost of conformance is that cost which is necessary to incur in order to make things meet the established standards.

The cost of nonconformance are all the expenses involved in doing things wrong. If your financial clerk makes an error and it must be redone, this is charged as nonconformance and the time spent correcting the error is charged to nonconformance.

The economics of quality must be pulled together formally and objectively. This way it can be used to identify trends, because it measures the same things all the time. The absence of this leaves the manager with no way to determine trends, changes, or problems associated with nonconformance.

Step 5: Awareness. Awareness is designed to impress upon everyone the need for improvement and prepare them for eventual commitment to the program. The word "quality" needs to be spread around. People need to be reminded of it.

Awareness must be adapted to the culture of the organ-

ization. It has to fit in and be part of everyone's working vocabulary and awareness. People must be conscious of management's commitment to the program. It must be shared in tangible ways with everyone in the organization.

Step 6: Fix It. The fix it phase does not imply correcting a mistake by doing it over again, as in the case of a poorly built playground. Fix it deals with identifying and eliminating problems forever. Therefore, if the financial clerk consistently has incorrect totals for payroll, the solution is not to go back every week and correct the totals, but to determine why the errors are being caused. The solution, which may include procedural changes and training, are implemented to resolve the problem. Measurement of conformance and nonconformance will alert the director in the future to problems with payroll preparation.

Step 7: Formalization. It may take up to eighteen months to reach the formalization process. Formalization is that time when the organization officially kicks off the quality management process for every employee and division. It is a public relations day that is well planned and draws upon the quality management team's successes of the past and challenges to be faced in the future. It brings everyone into the process and has them committed to it.

Step 8: Education. Formalization and awareness are of little value unless the employee understands how the system operates. This must be carefully implemented and be taught to each employee. It requires consistency in presentation and must be done formally. It is essential to the success of the process that each individual understand the process and see how it applies to them.

The education process for the employee not serving on the quality management team will be different, but equally important, to those serving on the quality management team.

Step 9: Goal Setting. This begins simultaneously with measurement. Goals should be chosen by a group and put on a chart for everyone to see. Minor goals should not be accepted. Goal setting is best accomplished by the people who are doing the work. Supervisors should work with the individuals to determine the goals and should have some direction in mind, but the person who does the work is most knowledgeable of their areas of responsibility and the problems associated with it.

Step 10: Error-Cause Removal. This is the process of asking individuals to state problems they have so something may be done about them. This step is essential to the system. Individuals respond well when asked what problems they face. Sometimes they may arrive at the answer to the problem. In fact, more often than not they will solve it themselves. The purpose of this step is to create awareness of problems so that they may be addressed. It is much less threatening to identify problems than it is to solve them. Once individuals begin to identify problems, they become caught up in quality management and become problem solvers.

Step 11: Recognition. Recognition is essential. Recognition should be made to those employees who make progress toward their goals. Do not reserve recognition only for those employees who excell. That is too few, and individuals may feel they can never achieve that level of performance.

Allow employees to make the recognition determination. Management can make the determination, but when individual employees make the decisions about recognition, it becomes more personal. It has several positive effects upon the process. First, it recognizes some hard-working, valuable people. Second, it provides a very clear description of what quality performance is. Third, it provides the organization with living, talking, visible beacons of quality that we can all try to emulate on a daily basis.

Don't rush into recognition. Let it mature on its own. Too much too soon will result in a watered down recognition program with little or no meaning to those it was intended to reward and motivate.

Step 12: Do it Again. When the process is completed, it is time to initiate it again. It is a never ending process. Management keys on quality and the outcomes they see. The team becomes expert at solving existing and potential problems. Employees see action as a result of their involvement. It may be appropriate to develop additional quality management teams and use the members of the initial team as trainers. Do not break up the original team, however, until several teams are trained. It is natural to expect some turnover on the teams. Any time turnover occurs special training will need to occur. The development of training manuals will reduce the impact of turnover on quality management teams.

CONCLUSION

Does it work. You bet it does. The results are not immediate, and sometimes very sporadic. You begin to see people talking about standards and quality. You begin to see people caring about what they do and how the work of others affects them.

It takes time, commitment and money. The results are worth it.

MARKETING: USING DATA TO TELL THE PARK, RECREATION AND LEISURE SERVICES STORY PERSUASIVELY

by Larry L. Neal
University of Oregon

ABSTRACT

To what extent do park and recreation agencies use innovative evaluative techniques to portray findings/data to their governing boards and constituency. An eventual/usable sample of fifty-five agencies in North America was generated via the snowball technique. Further, utilizing a graduate student review panel to assess the products provided, a list was produced citing creative, innovative or graphically appealing results. Seventeen specific agencies' documents were singled out from over one hundred and thirty-two reviewed. Appendix A shows a more detailed listing of specific procedures or techniques. The body of this report answers the initial question above, making eight observations.

Facts, figures and other quantitative measures can be very persuasive if presented properly. The intent of this was to ascertain the current use of research and statistical procedures in municipal park and recreation operations. More specifically, a select group (not representative) of 55 agencies in the United States and Canada were identified employing the snowball sampling approach. With eighteen of these agencies responding (35% return) the findings are not high enough to generalize but there are several trends which should be reported so that further research can proceed:

- using/testing the assumptions made herein
- following up on excellent techniques employed and shared
- addressing some of the areas found to be major voids in the use of graphic data treatment techniques
- singling out progressive park and recreation agencies for their leadership and example

In retrospect, it has been postulated that the low response was in part due to the lack of actual visual examples to share. This suggests that we are on the frontier of a relatively new and necessary area for administrators to address as we become more conscious of assessing, promoting and marketing leisure services. This report serves to not only expand the awareness of the need to apply newer and more persuasive techniques but also cites specific examples.

Table 1. Number of Agencies Recommended as Possibly Employing Innovative Data Treatment Techniques in North America, Using the Snowball Sample Method

Snowball	Respondents		Combined Totals		Cumulative Totals Supplying Examples
	Asked	Responding	Total Agencies Cited	No. When Eliminating Duplication	
Round I	10				6
Round II	10	6	52	28	34
Round III	28	17	62	23	55

Table 2. Geographic Distribution of the 55 Agencies Providing Examples of "Innovative Data Treatment"

NRPA Region	Number of Agencies Identified	Responses With Tables, Annual Reports Narratives Deemed Applicable (#'s in Narrative)	Percent Within Region Meeting Criteria (% of whole)
(Canada)	5	5 (4)	100% (7%)
Great Lakes	17	8 (5)	47 (9%)
North East	4		--
Pacific	14	5 (5)	14 (9%)
South East	6		--
West	9		--
TOTAL	55	18 (18)	33% (25%)

A disclaimer

This report is preliminary in that the sample lacks in size, and recommended agencies from various parts of North America. It is also recognized that to treat data in table form requires review of the documents sent in response to the questionnaire, and subjective judgments on the part of the author. I take full responsibility for these assessments based on my nearly two decades of teaching "evaluation in leisure services" at the university level. What was sought were new, creative, influential ways of seeking, sorting and displaying information (data) which would strengthen our understanding of both the great potential for leisure services and the effectiveness of such services.

This is a thought piece to stimulate administrators to use graphic arts and creative data treatment in their studies, annual reports and special projects and is not meant to be exhaustive or definitive of the current status in the field. Its goal is to heighten interest in and awareness of innovative methods of collecing and treating data so that leisure administrators can be more influential and effective. Creative examples abound in the general literature but this study focused on what municipal park and recreation departments were actually providing.

The Sample — method, size, response.

This survey took place by mail in the winter and spring of 1984. The snowball sample technique was employed, asking national leaders from NRPA's branch—the American Park and Recreation Society and a member from the Canadian Park/Recreation Association. A total of ten prominent American/Canadian administrators were contacted at the 1983 National Park and Recreation Congress in Kansas City. These people were selected based on their willingness and the fact that they have exhibited great leadership in their own agencies and that of a national nature. They were asked to identify "ten other prominent municipal/regional departments in the U.S. and Canada they would recommend as "...employing innovative evaluative techniques--with emphasis on innovative methods of portraying these findings/data to their governing boards and constituency. . ."

Table 1 shows the results of three rounds employing the snowball technique and eliminating those agencies identified by more than one. After avoiding duplication a total of 50 US agencies and 5 Canadian agencies were identified and contacted. Table 2 shows the response level by general region.

Procedures

Each agency identified was contacted by mail and asked to think throughout their entire operation about innovative techniques—especially those lending themselves to attractive, influencial graphics. It is assumed that the sample was not representative of the "average" departments, but a population of agencies which have distinguished themselves in the eyes of their professional colleagues. Therefore it was assumed that the above request would not be difficult to comply with. However, only a 33% usable return suggests to the researcher that most agencies do not consider themselves to be employing creative graphics and pleasing visuals in telling their story.

Three of the largest cities identified wrote almost identical letters saying that they had ". . .hundreds of studies on file. . ." and would gladly share some if a specific area was requested. The original questionnaire asked for illustrations in one or more of the nine areas identified and reported here as: (1) administrative reports such as fees & charges, annexation, etc. (2) budget studies showing cost benefits, etc., (3) effectiveness measures showing effects of implementing promotional campaigns, safety programs, etc., (4) feasibility studies, (5) inventory/baseline data, (6) needs assessments, (7) personnel reports, (8) special intervention showing pre-post observations or charting procedures and lastly (9) special population studies. A copy of the same instrument along with a letter asking for the most innovative publications they have in any of these areas, produced no response.

Of the eighteen agencies responding the following procedures were employed.

1. Upon receipt of materials, thank you letters were sent.
2. Each agency was placed in separate files.
3. Graduate students (N = 7) in LSS 545 Studies and Surveys classes were taught the newest innovative techniques and were asked to review the nine categories listed above and clearly understand the uniqueness of each. Each graduate received the files separately, looking especially for graphic depiction of data or concepts. Each was to identify the value of each agency's presentations separately. Following completion, the combined consensus of the whole was reached in open class discussion.
4. Samples agreed upon as being innovative, unique or especially persuasive were singled out.
5. From the combined illustrations several observations were made. Since this was a cross-sectional study—i.e., many agencies at one point in time, no trends were reported.

Observations

Recognize the tentative nature of these data and the difficulty in categorizing the shared information in table form. Slides have been developed to depict these "innovations" and constitute a unit in the University Leisure Studies curriculum. A content analysis of the eighteen files representing highly recommended agencies in North America produced the following results.

1. The parks, recreation and leisure services profession lags behind other professions and the general public literature in presenting graphically "its story."
2. Few agencies are enthusiastic about their visual image as depicted in: annual reports, special studies/reports, newspaper features, budget documents/commentaries, etc.
3. There seems to be a cultural difference when reviewing the published results from agencies in the United States and Canada. Administrators in Canada are more receptive to current data treatment techniques and their publication. They were also more willing to share their results (100 percent of those agencies asked).
4. Printing costs limited much of what was provided by agencies to black on white reports with very few using color to assist in interpretation and appeal to the reader. The mass market of printed color tables, graphs and charts make creative graphics commonplace to the average reader; yet few color graphics were received and reviewed.
5. Statistical interpretation, while still not favored by the average constituency, is becoming more popular if not more sophisticated. This is especially true of the expansion beyond reporting merely actual numbers and percentages; now the general public is exposed to various per capita treatments,

indexes of various types, simple grid matrix often in the form a cross tabulations (commonly 2 x 2), the presence of statements in the form of hypothesis to be tested and an increase in frequency polygons showing comparisons between groups and/or over time. These are all deemed to be very positive signs of growth and understanding.

6. The advent of microcomputers with software allowing for interactive spreadsheets clearly has changed the budgeting process. Many reports show multiple budgets with each introducing the presence or absence of select variables with the implementation of different policy. While the resultant graphics are traditional (not graphically appealing) it is recognized as a new and innovative application of data treatment with great time savings and provision of greater sets of data upon which to make better judgments.
7. The use of graphics in table and charts (a la U.S. News and World Report and most recently USA Today) is notably lacking in the parks, recreation and leisure services literature. It is predicted that it will be only a short time before the contemporary graphic art form and more staid statistical tables still used in our annual reports will give way to visually appealing tables, graphs and charts. But, as of 1986, if the studies and reports provided in this study represent the general state of the art, leisure services personnel are very conservative in their graphic depiction of trends, facts, figures and forces reported in print.
8. A number of the agencies supplied "outside contracted reports." While this researcher was impressed with many and it is almost assured that the data provided served as the basis for good management decisions, the complicated statistical formulas and elaborate sampling procedures were not presented in laymen's terms. This criticism still shows that we have not found a middle ground where researchers can address issues and findings in laymen's terms. To further complicate the issue of outside reports being very sophisticated--notes on two of these elaborate reports written by the respondents allude to the fact that they should impress the reader because they cost so much. Fear not, good studies, well conceived, implemented and reported so the lay public and often lay board/commission can fully understand and appreciate, need not be written to impress the acacemics. There need not be a correlation between complexity of data treatment and high price; rather, many studies that are clear, concise, valid and reliable, and written to be understood by the general and decision-making public should be rewarded.

Appendix A

The figure below is a supplement to this article and merely reports on the fourteen agencies singled out by the author and his graduate studies and surveys class by consensus after individual review of over one hundred and thirty-two different studies/reports.

A narrative briefly explains why they were singled out. All these reports cited are deemed to have overall value or at least specific application related to unique or innovative data treatment in the leisure services field.

Figure 1. Narrative Explaining Innovative Resources Deemed to be Valuable Examples for Further Use and Encouraged Wider Application; By Subject Area

Subject Area	Agency	Narrative
Administrative Judgments	Port Alberni, B.C. CANADA	This is a well developed scheme for determining fees and changes. Incorporated in the 1985 annual report, this document includes 1) an overall philosophical statement, 2) a graphic depiction of a service delivery model, 3) definitions of terms used in the model, 4) a fees charges model complete with: defined terms, evaluation criteria, serving system, and decision matrix. In addition, further elaboration of "basic services" and "beyond basic services" is clearly illustrated and a fee matrix clearly illustrating varied charges based on twelve categories is presented in terms the general public can understand.
	City of Madera, California	The Fall '83 issue of California Parks & Recreation illustrated energy usage with a simple frequency polygon and comparative data. This was selected for its simplicity in getting across several major administrative issues in one presentation: 1) comparisons from year to year; 2) seasonal fluctuation in energy usage. This simple illustration can be copied often--but our sample shows a paucity of this method of presenting information in the recreation literature.
	Huron-Clinton Metropolis, Detroit, Michigan	Market opinion research was offered as innovative data treatment. It was selected here because it employs all of the accepted research techniques (i.e., stated purpose, research questions, sample, sampling error, etc.). The report is a valuable management aid but presents no innovative or graphically appealing treatment of the data--merely straight tables. A second Huron Clinton Metro Park study employed a unique methodology--observation and charting. The 1973 study entailed detailed observations of the whole park, broken into many sub-areas. Elaborate coding and charting allowed for many variables (e.g., ethnic, age, sex, mode of transportation, group size, etc.). Charting was done at varied times, in all locations. The highlight of the study was its graphic depiction in both table and chart/graph form which highlighted trends in usage of sub-parts of the park by sub-groups.
Effectiveness Measures	Glenview, Illinois, Glenview Park District	Within a 1982 "Preliminary Review Study, Rink addition" study of the Glenview Park District is a rather traditional, straightforward report. However, Table 3 (p. 6) employed a comparative analysis of square footage of ice, income/sq. ft., expenses/sq. ft., net/sq. ft./week and real/projected income. These figures were provided for seven other community rinks and compared.
	City of Mountlake Terrace, Recreation & Park Dept.	In a contracted "Leisure Services Comprehensive Plan 1981-86" (1980) the typical graphs, charts and tables were presented. Reviewers singled out a valuable and innovative source. Looking at the number of hours

		(and percent) constituents spent in various activities allowed the writer to report all these data in modified bar graph format with much writing within the graph. It was also set beside another identical graph of data collected for a larger regional area. This allowed for comparison of agency services by amount of user commitment (Fig. 2, 3, p. 2.11).
Inventory/Baseline Administrative Judgment	Champaign, Illinois (Champaign Park District)	A dated (1975) but brief and valuable election Data & precinct report also received high ratings from the reviewers because of its value and proposed application to future park and recreation administrators. It involved item by item analysis of voting behaviors for each precinct. The variables of turnout, alignment of boundaries, costs, percentage of registered voter, percentage actually voting, 6-year voting record by precinct were presented. Clearly, the report was presented to more accurately monitor trends by geographical area. This is essential in effective marketing/service. Also there was a strong emphasis on cost effectiveness when comparing campaign costs with number of votes. A good model for replication in other agencies.
Budget Graphics	Calgary, Alberta, Canada	Budgets can be very staid. The illustration provided by the Calgary Parks and Recreation Department has many traditional tables within the annual report. What caught the eye of reviewers were several graphics (frequency polygon) depicting revenue/expenditure in three color (p. 6), a graduated bar graph identifying permanent/part-time employees by month and comparing this year with last (p. 50); and a unique combination of bar graph/frequency polygon identifying three variables (total arenas, total hours of usage and total participants) over a 5-year period (p. 63). This was done in-house.
Administrative Judgment		Yet another need assessment document contracted out by Calgary to Re-Think, Inc. won the approval of the reviewers. Entitled "The Recreatonal Needs and Preferences of Citizens of Calgary" incorporates sophisticated statistical treatment (matrix, cross tabulations, regression analysis) but presented in lay terms in both graphic and informative narrative. This included seldom seen tables such as Rank order of importance of the nine major areas of public service followed by a regression table showing significant differences. Further analysis and reporting in narrative and table form presented answers to the question "The following area (listing the seven areas including Arts and Recreation/Sports) of government supported services is getting too much public support." The high number for this report comes from the balance in the form of sophisticated methodology/statistical treatment and easily understood/lay narrative.
	Oakland, California East Bay Regional Park District	By far the most favored agency in the minds of the reviewers was the East Bay Regional Park District. A list of nine different special articles or reports were submitted for review. All showed commendable freshness in presenting data and three were singled out by the reviewers.
Budget Studies		Cost benefits and assessing objective criteria are the central themes of a Park & Recreation magazine (9/78, p. 52+) and a 51-page special report by Steven Spickard. Assessing economic benefits was broken into two benefit groups (Primary "user oriented" and secondary "local impact"). Such methods and considerations as Direct interviw travel-cost analysis, comparable prices, property value impact, visitor expenditure impact, and values of attracting new industry are introduced.

Effectiveness Measures		A second 8-page resource reviewed, related to an innovative response to local resident needs, focusing on busing the elderly poor from the inner city areas to its regional parks. The packet included a cover letter appealing to the recipient to help sponsor the extended busing and a systematic narrative and graphic document showing comparative costs, usage rates by time, location, date and an overall summary appealing for its continuance based on the effective data presented. It was deemed effective.
Special Techniques		A third study (The East Bay Need and Demand Survey) report completed under contract by Tyler Research Associates caught the eye of reviewers because it employed both questionnaire and personal interview techniques and cited twenty-two hypotheses to test. This is a common research tecnhique, but seldom employed in park and recreation studies for general public review.
Feasibility Study	Seattle, Washington Parks & Recreation	This 1982 eleven-page feasibility study of a single purpose facility (racquetball) does not have any graphs, charts or innovative twists. It was, however, rated high because of its simple, straightforward style and the use of comparative tables from past histories of court usage and revenue generated.
Administrative Judgment, Innovative Technique		Seattle managers needed to assess the success of a set of land use guidelines established earlier. In this case the classic land use conflict centered around the Green Lake Path a heavily-used community walkway and by four conflicting groups (bicyclists, skaters, runners and walkers). This report was selected primarily for its methodology, the observational technique and a companion proportional stratified random sample survey technique. The report was clearly of dual value: (1) it reported the behaviors and attitudes of path users and (2) educated residents as to the specifics of the "Green Lake Path Courtesy Code" pamphlet. A good illustration of the interface between selecting information and giving information.
Feasibility Study	Elmhurst, Illinois, Elmhurst Park District	Two documents were signled out for their uniqueness charts show the responses of Elmhurst's residents in frequency polygon, pie charts and bar graphs. A second study was specifically 1. Number of directed to a very common subject area-- "School Feasibility Study, 1982." The parallel not only for school sites but any possible area or facility seems applicable. This report gained recognition for its methodology--a five-phase process interspersed with tables, charts and lots of clearly stated narrative. It of course ended with specific recommendations. The five phases were: (1) Development of Minimum and Ideal Standards, (2) School Site Visits, (3) Discussion and Analysis of each site related to standards, (4) Analysis of Finances specific to varied sites, and (5) Development of Conclusions and Recommendations based on information and statistics developed in phases 1-4. This serves as a good model for future studies.
Overall Treatment	Alberta Provincial Government	A gold star is awarded the Province of Alberta for their "A Look at Leisure" series. The Alberta Parks & Recreation has a dual mandate including the park/resource system and the "promotion of general recreation development through providing services to local government and to provincial sport and recreation associations who, in turn, provide facilities, programs and administrative support for participants in recreation." In 1980-81 they randomly asked 4,700 Albertans, receiving 2,425 usable responses (52%). These data constituted the for what the reviewers called the most innovative format reviewed, to present information for the general public. With cartoons, bar graphs, pie charts and frequency polygons the findings were interpreted to the general respondents. An excellent model for other states/provinces to follow related

Comments	Oak Bay Recreation, B.C.	While the specifics supplied by Oak Bay could be classified as traditional and lacking in graphic/visual attractiveness, the Asst. Supt. made valuable observations--felt to merit inclusion here. "...The enclosed materials are the tools we use to get the job done. Personally, I doubt there is too much that's unique in those tools--all, in one form or another, can be found in most management texts. What is unique to Oak Bay Parks & Recreation and what provides us the high reputation which we seem to have is how those tools are used. A budget is only as good as the manager who sets it and her ability to stay within it. A personnel evaluation form is only as senstive as the individual who is using it. Any lesson plan is only as good as the instructor who actually teaches it. Hence the "how" is really all about people--well-motivated people who work well because of an environment in which they are encouraged to take responsibility and are given the authority to carry out their responsibilities.
	City of Mesa, Arizona Parks & Recreation	While the snowball sampling method recommended this city the response from the administrative offices could be echoed in many of our municipal departments. "I feel that we have lots of information in our heads and not on paper. . . .We are so taken with our work that documentation becomes secondary. . ."
	Chicago, Illinois Park District	In a detailed three-page letter the general superintendent elaborated on each of the items requested. Several comments quoted below are out of the context of the overall letter but shares a tone similar to other responses from the larger cities where the management seems to be innundated with data but from our perspective, are not packaging it effectively for public consumption to influence and direct behavior.
	Effectiveness Measures	"The Public Information Department makes extensive use of news media to publicize programs and events. Media include: daily and community newspapers, radio and television, utilizing hard news and feature stories; photography and graphics; and other promotional effects. Effectiveness is measured in terms of actual turnout of participants."
	Inventory/Baseline Data	"...The Recreation Department maintains attendance figures for all park program participation."
	Needs Assessment	"(We) are currently considering the use of a recreation expert who will have the responsibility of continuously meeting with community representatives and groups to solicit a more active participation in the communities in determining park programs and events."
	Special Population Studies	"...Studies are not conducted, however, the special needs and wants of individuals within a community are taken into consideration and programs are developed to meet those requests."

Post Script: Both a set of slides and related photocopies of examples singled out in this article have been developed for classroom use. Portions of this same report will appear in the September 1986 issue of Recreation B.C., a small journal not normally circulated to any of the members within the Inter-Mountain Symposium catchment area.

LSS4-26

ADULT AND COMMUNITY EDUCATION PROGRAMMING IN RECREATION

Dennis A. Nelson
Utah State University

Since the inception of the concept of "community school" in the 1930's, community education has been a catalyst for recreation programming. Community education involves more than programming for recreation activities. It has it's start as a means of providing supervised recreation for youth and adults in an already existing facility, the public school. In 1935, Frank J. Manley and Charles S. Mott teamed together to provide the youth of Flint, Michigan a place to play. Mr. Mott provided the funds for supervision and facility maintenance and Mr. Manley developed the programs and scheduled the facilities.

Since this humble beginning in Flint, thousands of public schools have opened their doors to the communities throughout the U.S. Community education programs are run primarily during the after-school hours in an effort to provide citizens an opportunity to partake of inexpensive educational and recreational activities. Individuals are hired as community education directors or adult education coordinators to implement the programs in each of the public schools. Adult education, as a field of study is relatively new, with programs in training and administration extending back to the mid 1930's. This makes adult education one of the newest fields of social practice in the United States. Professionals in the field work with adults in setting up credit and non-credit course offerings, workshops and seminars, as well as providing a place for community groups to meet and share like interests during their leisure time. Even with programs being educational in nature, the largest percentage of course offerings are considered recreational in design and purpose. Clientel range in age from preschool age swimmers to grandparents completing a high school diploma.

Older Participants

Participants in community education programs are gradually growing older. The demographic makeup of the nation is favoring adults over youth, as evident by this statement taken from a recent article in the U.S. News and World Report, "For the first time in U.S. history, there are more people 65 and over in the population than teenagers, and by 1990 the number of older citizens is expected to surpass 31 million, while the teenage population shrinks to 23 million" (Sanoff, 1984). How does this knowledge effect the way community and adult education directors and parks and recreation professionals plan and implement programs in recreation? Programs which have typically been bolstered by large enrollments of youth are now being invaded by an ever-growing number of adult participants. It is important for community education and recreation directors to provide programs that will meet the needs of the clientel they serve.

Adults differ from youth in many ways. Their differences go beyond the obvious physical changes in age and color of hair. They have different physical, social, mental and psychological needs than youth. The field of adult education and lifelong learning provides information relevant to the field of parks and recreation in terms of programming to meet the needs of the adult clientel. The remainder of this article will identify three concepts of theories of adult education which are relevant to recreation programmers and would better enable administrators to keep abreast of the changing complexion of participants involved in recreational pursuits.

Andragogy

Malcolm Knowles, a prominent theorist in the field of adult education, popularized the term "andragogy". By definition andragogy is "the art and science of helping adults learn" (Knowles, 1980 p. 43). Andragogy is a technology of learning especially suited to adults in which the teacher is a facilitator who aids adults in becoming self-directed learners (Knowles, 1980). For recreation leaders, andragogy means providing opportunities for our adult clientel to participate in the planning phase of program development. The recreation leader can facilitate the process by serving as a resource person. Andragogy implies a concern for the development of individuals, and provides a release of human potential into the overall program components.

Adult Readiness

As youth we learn to live with others; socialization is the main emphasis of participation in education and recreational pursuits. A childs learning is dependent on physiological development and upon prior acquisition of knowledge, skills, or attitudes. (Darkenwald and Merriam, 1982, p. 87). The adult, however, assumes certain roles in life, and based on those social roles learning is either enhanced or suppressed. The participation in learning activities depends more upon the immediate problems or tasks associated with social roles than upon physiological development. Recreation programmers who understand the roles and problems of the adults they serve will have a better chance of providing opportunities that meet the needs and catch the interests of those adults. A prime example of this is programs aimed at adults in mid-life. "Leisure may be a particularly important aspect of middle adulthood because of the changes many people experience at this point in development. Such changes include physical changes, changes in relationships with spouse and children, and career change. By middle adulthood more money is available to many people, and there may be more free time and paid vacations. Such mid-life changes may lead to expanded opportunities for leisure activities" (Santrock, 1986, p. 477). An emphasis on different developmental stages of adulthood would provide the programmer with clues to the needs of adults in each stage. Theorists such as Erik Erikson, Robert Peck, Bernice Nuegarten and Robert Havighurst all have identified various developmental stages and aid the recreation programmer in understanding adults.

Methods of Learning

The methods that adults use in learning a new skill vary greatly. Unlike children, adults respond best to a wide variety of presentation styles. Even though adults respond to many different styles of presentation, the best guide for teaching adults is to teach them by involving them. Adults learn best by doing. In recreation programs, hands-on type activities are received much more readily than non-participatory activities. Some non participatory activities are well accepted if they involve topics of current interest which have immediate application. Unlike some children, most adults are ready to learn and are highly motivated, whether it involves learning how to reupholster a couch or how to play racquetball. The administrators of recreation programs should direct their instructors to use immediate application and hands-on methods of teaching. Raymond Wlodkowski identified several strategies applicable to the method of presentation that helps make learning stimulating for adults. They include:

1. Selectively use examples, analogies, metaphors, and stories.
2. Selectively use knowledge and comprehension questions to stimulate learner interest.
3. Provide variety in personal presentation style, methods of instruction, and learning materials.
4. Provide frequent response opportunities to all learners on an equitable basis.
5. Introduce minor challenges during instruction. (Wlodowski, 1985)

Summary

If recreation leaders would incorporate more of the principles of adult education in their program selection as well as instruction, the number of participants would increase as well as the satisfaction level of those participating. Recreation leaders who understand adults will be more apt to provide meaningful leisure activities. "Every older American should have outlets for meaningful participation to maintain a continuing identity" (Parks and Recreation Magazine Editorial, August 1986, p. 22).

References

Editorial, Parks and Recreation Magazine, August, 1986, p. 22.

Darkenwald, Gordon G. and Sharan B. Merriam, Adult Education: Foundations of Practice, New York: Harper & Row Publishers, Inc. 1982, p. 87.

Knowles, Malcolm, The Modern Practice of Adult Education rev. ed. Chicago: Association Press/Follett Publishing Co., 1980, p. 43.

Sanoff, Alvin P. "10 Forces Reshaping America", U.S. News and World Report, March 19, 1984, p. 40-41.

Santrock, John, Life-Span Development, Iowa: 2nd Ed., Wm. C. Brown Publishers, 1986, p. 477.

Wlodowski, Raymond J., Enhancing Adult Motivation to Learn, San Francisco: Jossey-Bass, 1985.

NATIONAL COMMUNITY EDUCATION ASSOCIATION
MEMBERSHIP SURVEY
BASIC DEMOGRAPHICS

BY

Dr. Burton Olsen

Many questions have been asked about our Association that desperately needed answering. Therefore, this last semester the Rocky Mountain Community Education Center was given the opportunity by our National Officers to survey the membership. All involved in anyway assisting in this survey, we thank you very much. Our organization is great because our members are great!

After analyzing, we found some very interesting results and answers to some questions, but yet other questions need further studying and pondering. Perhaps in the near future we can adress additional questions. A short article summarizing the first section of the questionnaire and the results of the Survey is written for your purusal. Hopefully, follow-up articles will be allowed printed to further clarify the feelings, direction, and information of our members.

Obviously, we are not able to identify or report on every table because of the voluminous data. However, if you are interested in the specific table, you can write to your National Headquarters for a copy. For reference and or for further follow-up we have identified the table and page number in parenthesis (variable by variable, page location) wherever we have drawn information for comment and analysis.

GENERAL INFORMATION

For your information we sent out over 1,100 surveys. By January 1st only 384 questionnaires were received by the time we sent the data to be processed. Unfortunately, we didn't request a follow-up. We were trying to get everything tabulated before the convention, but that was just impossible so we allowed another month to go by in hopes the plea from the Convention podium and the Community Education Journal would bring in more responses. After the computer run we had over 2,000 pages of documentation to sift around. Also several states had enough data from respondents to allow a separate analysis report. This will be forth-coming and will be sent to those state agencies for their distribution and publication. The data was also analyzed by each of our 8 regions. It is hoped that a report will be written for each region.

AGE

I guess it should not come to any great surprise that our professional organization is mainly comprised of middle age people from the ages of 30-59. We have very few people under the age of 30 or over 60. (V3xV1, p.5)

(See Table 1)

Note that 62.4% of our respondents are males and 37.6% are females. The precentage of the three categories "30-39", "40-49", "50-59" for both males and females are almost identical, 61-63% are males & 39-36% are females. In the next 10 or 20 years will our profession become equal men and women? Table 1 shows 56.5% males versus 43.5% females in the age bracket "21-29". This table was not statistically significant. What's amazing is that the number of men and women from ages "30 to 60 or over" are so simular.

The education level of our people was also very interesting to analyze (V2xV1,3). Of those with only a high school education, over 70 percent were 50 years or older. Most frequently were people with a master's degree between the ages of "40-49" then secondly we found people in the age bracket of "30-39" with a bachelor's degree.

"Blacks" were almost extinct under the age of 40. Only 4.8% of the total respondants were Black. The American Indian, Hispanic, and those with an Asian background each recorded only 1%. (V4xV1,p.6)

Age compared to salary range showed very little varience as to the expected. The older people became in the profession, the more they made. However, in the category "under $15,000 we do see close representation in all age groups. Guess that may be accounted by the number of part-time people. (V5xV1,p.6)

Regarding "years as a NCEA member" we find a very interesting significant trend. Each year for the last five years, we have had almost the same number of members joining the organization--approximately 10.1% of our members are new. Checking with the National Office we find their statistics _____%. (V6xV1,p.10)

Age in relationship to our 8 regions points out that Region 1 has more of the "50-59" category; Region 2 is about even in categories "30-39", "40-49", & 50-59"; Region 3 (The South) has more in the "40-49" followed by "50-59" age bracket; Region 4 has the most in "40-49" followed by "30-39"; Region 5 is about the same in the three age grouping--"30-39", "40-49", & "50-59"; Region 6 and 8 are the ones who contribute more of the younger ones into your organization; Region 7 have the "oldest" members; almost looks like they might be a dying breed in the "Southwest". (V8xV1,p.12)

Comparing age in relation to job roles in Community education, we find "building directors" more than doubled in the age categories "40-49" as compared to the cell bracket "30-39". District directors are more prevalent in the younger age category of "30-39" (32.4%), 29.5% in "40-49" and 24.3% in category "50-59" age group. As one would expect we find twice as many people in college ranks at the age bracket of "50-59" as compared to the two prior categories of "30-39", & "40-49". "Others" included the grouping of everybody else that was not a building or district director, or college related into one. We find more people in "Others" top heavy in "50-59" as compared to any other cell. (V10xV1, p.16)

EDUCATION

As you might expect, over 50 percent of the people in the "21-29" category have their bachelor degree. Over 60 percent of the people that are in the age categories of the 30's & 40's stated they have their masters, and over 48% of the people who are in their 50's have their masters. We see totals of 56.5% of our respondents have their masters, 23% have their doctorate, and 15.0% have their bachelors. (V1xV2,p.18)

We do have a high significant difference between male and female members in relation to their education. However, in comparing percentages of females to males with their master's degree, there is very little percentage difference, 58.1% versus 52.5% (V3xV2,p.22)

In Table 2 we see a big discrepency in the salary range. "Under $15,000" through "$20,000-$24,999" women are significantly more frequent.

(See Table 2)

In the range of "25,000-$29,999" the precentages are about the same--52.6% for men and 47.4% for females. In categories "$30,000-$34,999" & "$35,000-$39,999", men (64.9% 67.8%) are almost doubled in number to women (35.1% 32.2%). But in categories $40,000 and above the men are 5 time more prevelant. Perhaps as women become older they will be as dominate as men in the higher salary ranges. Note also the significance of this table, Chi-square 59.6 with 7 degrees of freedom. (V5xV2,25)

As we compare the avrious Regions and Education we see Region 4 highest in "High School", and "Associate of Arts", Region 6 higher than anyone else in the "Bachelor's degree" category. Region 5 ranked highest (percentage) in Masters and doctorate categories than any other Region. However, all Regions had "master's" as their highest level of formal education completed.

When analysis was made of the role in community education and education we find most "High School" degree people fall in the category of "Others"; associate of arts, bachelors and master degree people mainly are district directors. Obviously, those holding the doctorate degree were mostly located at the college level (41.5%). It was of interest to note that there were 6.1% of the building directors, 25.6% of the district directors, and 26.8% of the "Others" all who had their doctorates.

SEX

In further cross referencing we found some interesting statistics regarding ethnic/cultural background versus male/female. Based on the percentage of males versus females there are just a few more "caucasian" women (95.7%) than men (89.7) in the profession, but distinctively more "Black" men (77.8%) than women (22.2%). (V4xV3,p.40)

Males and females are about equal in "Years as a NCEA Member" from "5 years and younger". In category "6-10 years" as an NCEA Member, men are doubled--64.4% to 35.6%. but in the category of "over 10 years" men are 4.93 times as common. An interesting comparison is also observed when we look at the different regions of the country. Regions #1, #2, & #7 are almost identical, men represent about 55% where women are about 40% of the respondents in our National Organization. Only Region #4, (Kansas, Missouri, Oklahoma, Arkansas, Texas, & Louisiana) do we find more women (58.3%) versus men (41.7%). In regions 5, 6, & 7 men out number the women almost 2 to 1. (V5xV3,p.42)

Salary range between the sexes was most pronounced and statistically significant. Females were almost always lower in their salary range in relation to their male associates. The mean range for males fell into the "$35,000-$39,999", but for women it was "$25,000-$29,999". (V5xV3,p.42)

When analysis of NCEA dues were compared to the male-female gender, there was so little difference or varience between the two groups we won't discuss the results. (V9xV3,p.48)

RACE

Salary and ethnic/cultural background showed "caucasian" folks ranged between "$25,000 to $49,999" with little varience. However, "Blacks" were in the higher paying bracket--"$40,000-$49,999". (V5xV4,p.59)

Years as a NCEA Member showed very little difference between this area and race. Blacks, though few, showed we have as many in one period of time as another. (V6xV4,p.61)

As expected Region 3, (Southern area) had 50.0% of the Blacks, followed by the Mid Atlantic Region 2. Since we only had 11 other ethnic background people, excluding blacks, no analysis was made. Interestingly, the following Regions have the following ethnic/cultural background (excluding caucasian): (VV8xV4,p.63)

Region 1 (New England)	3
Region 2 (Mid Atlantic)	5
Region 3 (Southern)	11
Region 4 (Central South)	4
Region 5 (Central Northeast)	1
Region 6 (Central Northwest)	0
Region 7 (Southwest)	3
Region 8 (Northwest)	2

When we compare NCEA dues paid in relatio to race we see 37.2% of the caucasians paid themselves; whereas, 53.3% non-caucasians paid their own NCEA dues. (V9xV4,p.65)

An interesting side note in analyzing the data of the respondants we find no varience between "Blacks" and the different roles in community education--building directors, district direcors, college, or others--27.8% to 22.2% in each category. (v10xV4,p.67)

SALARY

The mode for salary of our respondants was in the "$40,000-$49,000" cell. However, the median average was in the "$30,000-$39,000" category. Cells "$25,000-$29,999", $30,000-$34,000", and "$35,000-$39,000" each had 16% of the total sample. (V5xp.76)

There was a definate relationship between years as a NCEA Member and salary range--the longer you were a member the more you made. (V6xV5,p.78)

When salary ranges were compared to our Regions we find Region 6 dominating four out of the first five salary ranges--"under $15,000", $15,000+, $25,000+, $30,000+. Whereas, Region 5 dominated the "$20,000+, $35,000+, $40,000+, $50,000 & over" category. (V9xV5,p.80)

Another interesting note we find as we compared salaries with who pays the NCEA dues was that the more one makes financially, the more tendency that the NCEA dues are paid by the employer rather than by an individual. (V9xV5,p.82)

Salary versus roles in community education also showed some very interesting trends that should be looked at during the next few years. Since we had over fifty percent of the sample who responded were district directors, we shouldn't be too surprised that we would find this group dominating. However, they were dominent in every salary range from 41.0% to 65.2%. Nevertheless, as we analyze what is the average mode for each group we see that for Building Directors the salary

range "$30,000 to $39,999"; for District Directors it is in the "$40,000 bracket; for the college we find a spread of three cells--"$30,000 through $49,999"; and for "Others" they are in the two top brackets-"$40,000-$49,000 & $50,000 & over". (V10xV5,p.84)

YEARS AS NCEA MEMBER

As we have already stated, there is a very strong trend of having new members staying as NCEA Members in relation with older members at least for the first few years. In fact we have over fifty percent of our members five years or younger that make up our profession. More research should be conducted to really analyze this dilemma of length. (V6,p.95)

Regionally speaking we see our respondents really varied in this statistically significant table. Region 1 (New England), Region 6, and Region 8 (Northwest) are rather constant and consistant in than they have about as many people in each of all of the yearly brackets. Region 2 has more "6-10 year" olds than any other region. Region 3 (Southern) has more older percentage wise than any other region. Region 4 (Central South) has more of the "4-5" year old members, but along with Region 2 (Mid Atlantic) are they loosing their older members? or should we say they have fewer "oldies" in relation to the younger generation? Region 5 is the dominant region in all categories except the "4 to 5 year" members. However, Region 7 (the Southwest) looks as if they are keeping the older generation but loosing out and not recruiting very heavily the newer generation. Is community education dying out in this Region??? (V8xV6,p.97)

If you are a new member to NCEA of 3 years or younger, the chance of having your employer pay your NCEA dues are 2 to 1. However, if you are 4 years or older in the profession the chance is only 50 percent that your employer will pay the dues; the one exception is excluding the "6 to 10 year" old members is percentage is 34.4% (paid by yourself) to 63.3% (paid by your employer). We found very little response of the statement "Your NCEA dues are paid:" in the other two categories "Primarily by self, with assistance from employer" & "Primarily by employer, with portion by self". In fact only 2.67% of all respondents marked either of these two categories. (V9xV6,p.99)

The leaders in the community education field as they pertain to years being members of NCEA reveals some items to discuss and ponder. Realizing we didn't have a great number of Building Directors to analyze (32) we, however, do see a trend or maybe we should call it an assumption. This group is thinner at the older end (six years or older) than their bosses (the District Directors). Whereas, the other two groups, "College" people and "Others" are just the opposite; few at the early years and heavy at the other end of the spectrum-"over 10 years". Could we dare make the assumption that our College and "Others" personnel are dying out? and that the building and district directors are the ones that are giving the Organization new blood and enthusiasm? (V10xV6,p.101)

REGIONS

We didn't realize there was so much difference between regions until this survey was studied. As you will see we do have significant differences within our states as it pertains to community education.

Regionally speaking, where are the most members who have a national professional commitment coming from? We will assume such a statement on a general basis. Therefore, listed below are the Regions, numbers, and the percentage who responded to the survey:

Region	Number	Percentage
5-Central Northeast	83	22.43
6-Central Northwest	69	18.65
3-Southern	45	12.16
8-Northwest	38	10.92
4-Central South	37	10.00
1-New England	34	9.19
7-Southwest	33	8.92
2-Mid Atlantic	31	8.38
Total	370	100.00

One of the most interesting tables we have studied came when we analyzed the Regions with who paid your NCEA dues. Almost 70 percent of Region 1 (New England), Region 5 (Central Northeast), and Region 6 (Central Northwest) had their dues paid by their employers; whereas, over 60 percent of Regions 2 (Mid Atlantic) & 3 (Southern) paid their membership dues out of their own pocket. Region 7 (Southwest) was almost 50 percent who had their employer pay. But Regions 4 (Central South) & 8 (Northwest) had 57 percent of their members pay their own dues without any help from the "Boss". (V9xV8,p.116)

Another table that really had varience was Regions versus job positions. Region 6 (Central Northwest) had more District Directors than any other Region (28.8%). Interestingly enough they didn't have one Building Director respond to our survey. Regions 4 (Central South) & 5 (Central Northeast) also had a very high District Director population. Also we noted that Region 4 didn't have any Building Directors respond either. Regions 1 (New England) & 8 (Northwest) had over 40 percent of their people check District Directors. Region 6 (Central Northwest) had 77.8% of their people list "District Directors". Over 42 percent of the sampled population from Regions 2 (Mid Atlantic) & 7 (Southwest) were "Others". For your information there was so few people who responded to non Building Directors, District Directors, or University personnel, we had the computer list all these people in the "Others" category. The Southern Region 1 had to be different. They had the highest number of Building directors of all Regions (51.6%). They also recorded 38.1% of their own people who marked "Building Directors". (V10xV8,p.118)

NCEA DUES

We have already alluded to the fact that the biggest percentage of our respondents have their employer pay their NCEA dues (59.3%). Whereas, only 33.0% of our sampling group paid their own dues. We then had 2.7% of our people found some financial assistance from their employer to pay for the NCEA dues. We found this information interesting--it is one way or another, nothing in between! (V9,p.133)

If I were a Building or District director who would pay my dues? A college professor? or somebody else (Other)? Do District Directors have more control over their own budget as compared to the Building Director? From the looks of this data we find that must be so. Building Directors are almost even as to whether they end up paying for their dues or get their boss to do it. But it is a different story at the District level. We find over 72 percent of the District Directors get their dues paid by their employer. College personnel surprised us.

The table listed 63.3% of our College friends pay for their own dues. Others (everybody else) were almost identical (49% versus 48%) with just a couple of people getting some aid from their administration. (V10xV9, p.135)

SUMMARY

You need to realize we have only covered one-sixth of the survey in this report. The rest is yet to be de-siffered and shared. Hopefully, that will happen. We have tried to remain unbiased and share with you some conclusions from the data rather than just plain old "cold facts and figures" to make the reading more interesting and enjoyable. As we have mentioned to you up front, the raw data is available by contacting the National Office. What they want to share with you will be their decision and perogative. Until next report--good reading.

LOST - NOW WHAT?

by

Glen C. Parker

Pretest: Getting from one unknown point to another unknown point is known as

Orienteering ___
Mapping ___
Cross Country Trek ___
Beeline Hike ___
Being Lost ___

I always know where I am when I am lost, but getting from where I am to where I want to be is often a challenge. Few wilderness backpacking experts will admit to spending much time lost, but everyone of them has spent considerable time confused.

When Daniel Boone was asked if he was ever lost, he replied, "No, I was never lost. But once I was a mite bewildered for five days." Through learning a few simple skills, we can protect ourselves from getting lost in the first place, but if we do get "a mite bewildered" in the wilderness, we will be able to more easily find ourselves and react properly in the situation.

When you discover that you are "a mite bewildered" or what others would describe as LOST, follow these proven steps:

1. STOP. Make a friend of a tree stump, log or rock, and sit down on it.

2. RELAX. The brain is a wonderful thing if it isn't having to cope with panic. Relaxation leads to the next step.

3. REWIND. Your mind has recorded everything you have done for the last few hours, and it is safe to reason that a knowledgeable hiker would not hike for more than an hour without knowing where he is. This means since most hikers hike about 2½ miles per hour, that you should be no further than about 2½ miles from a spot familiar to you. Close your eyes and retrace the past few hours in your mind, as if rewinding a movie reel, until you hit the spot in your mind where you last knew where you were.

4. REPLAY. Now open your eyes and begin from this last known point to map your way to your present location. (Do it on a piece of paper or with your finger in the dirt.) Include which direction you were traveling, if known, landmarks remembered (scarred trees, big rocks, cliffs, rivers, streams, ridges, lakes, ponds, trails, roads). Did you cross these trails, follow them or turn off? Write all this on your map.

"Many years ago a mother and daughter were driving through Death Valley and decided to take a short walk in the desert. They parked the car, left the road and were discovered five days later by an airplane. If they had sat down and followed these steps, they would have realized that they were south of a long straight road, and only had to walk north to get back to it."

5. RECONNOITER. If there is a high point close by which can be used as a lookout point, use it to check your surroundings and help orient your map.

6. REMAIN PUT OR RETRACK. In rethinking, rewinding and replaying, you may reason that you will be missed soon, and searchers will find you. If others know where you were going, it is probably best to STAY WHERE YOU ARE. Make your stay as comfortable as possible. Look the immediate area over for water and shelter, but be careful not to become so sheltered that you cannot be seen if you should fall asleep. Searchers could pass you by. Make a smoky fire, and give a loud call once in a while. Be careful not to yell too much, for this causes panic as well as hoarseness, and you won't be able to call out even when searchers are close by. (A good idea is to always carry a whistle when you are hiking. You can blow a whistle for a very long time with little effort, and it's high shrill is an unmistakable call for help.)

If no searchers are expected, you may decide it is best to follow your map and retrack. In snow or sand, you may even be able to follow your tracks much of the way. Follow the map you drew, being sure to walk a straight course in the right direction. Without a compass, this may become one of your biggest challenges to retracking. The human body tends to walk in big circles in the wilderness. To aid you in retracking and walking a straight course in the desired direction, the following skills are presented to aid you.

WALKING STRAIGHT

Three points make a straight line. Look from where you are in the exact direction you want to go. Find two landmarks (trees, rocks, etc.) which line up in your direction of travel and walk straight to the first one. When you get to it, line up a third landmark straight ahead of the second one and proceed again. If you continue doing this, you will not walk in circles.

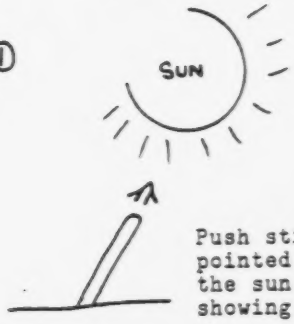
Being lost is a frustrating and even frightening experience. By patiently implementing these few basic skills, one may more fully utilize his mind and faculties to be found by others, or to even find himself.

FINDING DIRECTIONS WITHOUT A COMPASS

DAY METHODS

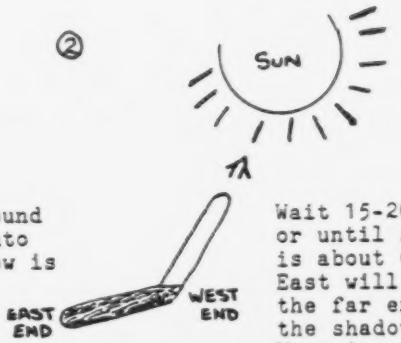
SHADOWLESS STICK METHOD

①



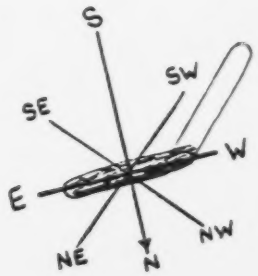
Push stick into ground pointed directly into the sun so no shadow is showing.

②



Wait 15-20 min. or until shadow is about 6" long. East will be at the far end of the shadow, and West is at the stick end.

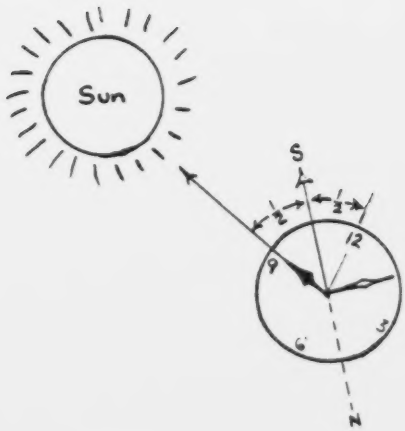
③



From the East-West shadow line you can determine the other directions.

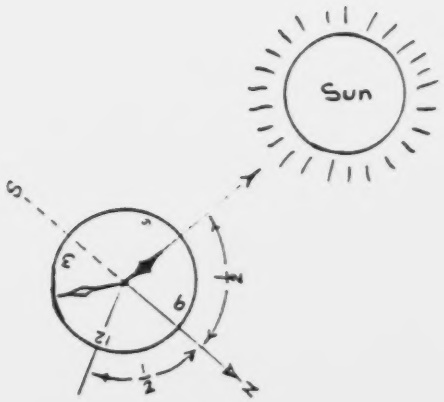
This method is most exact in the middle of the day.

WATCH & SUN METHOD



Between 6 A.M. & 6 P.M.

1. Point hour hand at the sun.
2. A line deviding the small area between the hour hand and the 12 will point SOUTH.

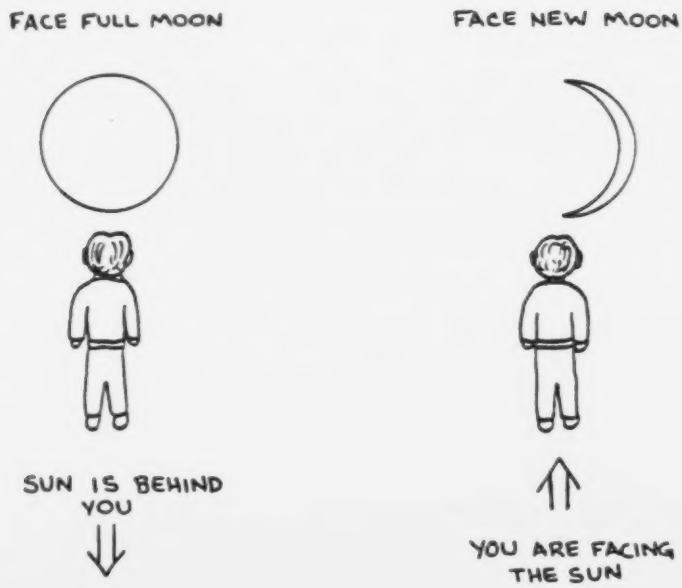


Between 6 P.M. & 6 A.M.

1. Point hour hand at the sun.
2. A line deviding the small area between the hour hand and 12 will point NORTH.

FINDING DIRECTIONS WITHOUT A COMPASS

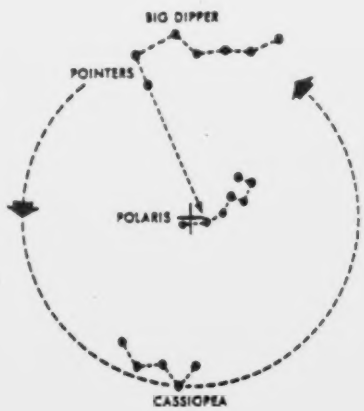
NIGHT METHODS



By knowing where the sun is in relation to the moon you can use your watch to determine where North is. You must remember that since it is after 6:00 P.M. and before 6:00 A.M. that you divide the small area of the watch to find North. (See watch and sun method)

Direction from Polaris

In the Northern Hemisphere the Pole Star is never more than 1 from the Celestial North Pole. We find the Pole Star by locating the Big Dipper or Cassiopea, two groups of stars which are very close to the Pole Star. The two stars on the outer edge of the Big Dipper are called pointers, as they point almost directly to Polaris. If the pointers can't be found, the Pole Star can be found by its relationship to the constellation Cassiopea.



WE HAVE RECOGNIZED THE ENEMY....

Donald Peterson, Ph.D.

San Diego State University

Abstract

The following paper helps to further clarify the medical concept of stress as well as provide data on the serious threat it poses to human health. Park and recreation professionals are encouraged to re-evaluate their programs and agencies in light of these data.

Introduction

Everybody needs a dream. Mine is to live in a small community somewhere in the Rocky Mountains where 15 inch trout are commonplace, snow is something you ski on, and the term crack is always preceded by the word wise. I love to talk about my dreams with just about anyone who will listen. I corner my colleagues, friends and family regularly to extol the virtues of country living and remind them just how bad life in the city is - bad for them, bad for me, bad for my children, bad for the environment and bad for humanity. Strangely, most people seem too eager to join me in attacking the evils of urban American, in spite of the fact that our arguments have become redundant beyond reason.

Our unrelenting attacks usually center on three basic themes. The first is that we abhor the living conditions of the city. Crime, pollution, drugs, crowding, noise, the pace of life and the high cost of housing are predictable targets of our disgust. The second issue that almost always surfaces has to do with our view of the life in the thousands of small communities across America. Naturally, we are absolutely convinced that the values and lifestyles deified in such epic tales as the "Waltons," and the "Wilderness Family" still dominate the rural America we long to return to. Once we move to the country our children will, no doubt, grow up trusting strangers, loving school, and honoring their elders (their parents in particular).

There is great cathartic value in these discussions. I come away from them with a renewed commitment to the utopian tranquility promised by my vision of Ogden, Greely, or Gunnison. I can hardly wait to stop and smell those roses I hear everybody talking about.

What drives me, and people like me, who live in relative comfort, to want change? Are the pressures of life in San Diego any worse than those found in rural America? Probably not, and moving to the country will hardly solve my problems or ease the growing problems of living in a pressurized society. A society that seems unable to ameliorate the differences between human needs and production requirements. It would be a serious mistake, however, to underestimate the inherent dangers reflected in the widespread, deeply felt desire of millions of Americans to escape the pressures of modern life - whatever their origin.

The Problem

Among the many problems which fuel these spreading fires of escapism, none are more ominous than those which threaten our physical health. At the most fundamental level it must be understood that the pressures of everyday living are responsible for widespread death and and enormous misery. We are living in ways that "stress" the human body beyond it's ability to adapt. (The term "stress," as it is used here, connotes a medcal interpretation.)

To underscore the magnitude of the problems created by stress, consider a recent statement by the National Science Foundation:

> ....stress is a major problem in the contemporary United States. It negatively affects the daily lives of scores of millions of Americans. It causes a bewildering array of physiological, psychological, psychosocial, and social malfunctions. On an economic level, the effects of stress probably costs the nation over $100 billion annually. Moreover, available evidence suggests that stress-related maladies are on the rise.[1]

Similarly, an article from Time magazine warns:

> Stress is now known to be a major contributor, either directly, or indirectly to coronary heart disease, cancer, lung ailments, accidental injuries, cirrhosis of liver and suicide - six of the leading causes of death in the United States. Stress also plays a role in aggravating such disease conditions as multiple sclerosis, diabetes, genital herpes and even trench mouth. It is a sorry sign of the times that the three best selling drugs in the country are an ulcer medication (Tagamet), a hypertension drug (Inderal) and a tranquilizer (Valium).[2]

The message is clear and ominous. Over the past several decades an impressive and growing number of respected experts from the fields of health and human behavior have joined to warn against the mounting dangers of a health related condition known as stress. The purpose of this paper is to focus additional attention on the importance of these warnings to the Park and Recreation profession

Considering the widespread national attention stress has received, it is ironic that it remains such a misunderstood concept. A cursory review of the literature, for example, reveals that the word stress, like the word leisure, has many interpretations. Commenting on this phenomena, two authors who have studied the subject extensively, John Ivancevich and Micheal Matteson tell us that:

> Experts do not agree about the definition of stress or its essential properties. It has even been suggested that the most remarkable fact about the term stress is that it has persisted and grown into

---

[1] Winter, Richard E. Ed., Coping with Executive Stress McGraw Hill Book Co., 1983

[2] "Stress: Can We Cope," Time, June 6, 1983

> wide usage, although there is almost no agreement over what it means.[3]

Perhaps the best known expert on the subject of stress is Hans Selye. Selye, universally considered to be the Father of the medical concept of "stress," and current president of the International Institute of Stress, at the University of Montreal, defines stress as:

> ....a state in which a chain of glandular and hormonal reactions takes place to help our body adapt to changing circumstances,and conditions its' physical and emotional environment.[4]

Stress then, should not be confused with psychological conditions of depression, boredom or anxiety, some common symptoms of stress. Stress is a unique physiological event. An event characterized by the releasing of a sequence of hormonal discharges intended to protect the body from some perceived external threat (real or imagined). Generally speaking, most people will recognize stress as that feeling in the pit of the stomach caused by the troubles of everyday living. Worries about job, family and health are productive areas for this kind of stress. For example the sudden nausea that a parent feels when a teenage daughter asks them if they have any serious objections to birth control. Stress could also be described as the wrenching feeling that comes when oxygen masks are suddenly released, without explanation, during your flight to the Mideast.

Stress, however, does not have to be either unwanted or painful. The same sequence of hormonal drippings that occur when your car breaks down on the freeway during rush-hour traffic can also occur in the relative silence of the first few minutes of the sky divers free fall. In other words, stress can also be that shot of adrenalin that makes life exciting and gives it meaning. It can be the "rush" a runner feels as the starter raises the starting gun, or the surge of exhilaration that characterizes the moment of truth in any competitive or high risk sport. This latter stress is sometimes referred to as eustress or "good" stress. Why one kind of stress is considered to be good (healthy?) and the other is bad (unhealthy?) when both kinds are, physiologically speaking, identical, remains in my mind at least, unanswered.

Whether it is useful to distinguish between good and bad stress, or whether the experts can ever agree on a precise definition of stress, however, is not at issue here. Whatever differences exist among the experts on these matters, there is one thing they are agreed upon. Stress can be very dangerous to your health. Contrary to what the President and First Lady would have you believe, the most widespread and dangerous drug in American society is not marijuana, cocaine, heroin or crack - it is adrenalin. Americans have become the unwitting victims of their own adrenal glands, at great cost to both the economy and, more importantly, personal health.

Dr. Joel Elker, Director of the Behavioral Medicine program at the University of Louiville expresses the opinion of most physicans on the medical implications of stress when he states that it is "....Our mode of life itself, the way we live, (that) is emerging as today's principle cause of illness."[5]

Elker is right. We are the enemy. Individually and collectively we are responsible for perpetuating the conventions and traditions of a culture that place too many unnecessary demands on the body. Unable to adapt to these demands, the body becomes victim to the so called diseases of adaption mentioned in the Time article. Elker, however, is also wrong. The way we live is not the principle cause of today's illness. While there is a relationship between existing lifestyles and the "diseases of adaption," we must remember that values dictate behavior. That is to say, it is our value system that ultimately motivates us to live the way we do. We choose to live in the fast lane because we have learned to value and cherish "fast lane" rewards.

The fundamental problem is a problem of matching human values with human nature. As a nation we are well fed, well housed, well educated, well protected and well cared for - but the price is much higher than we bargained for. Civilization, at least as we know it, has required a social ethic grounded in extrinsic (fast lane) values. We have an obsession with materialism, we focus too much emphasis on the self, we have serious drug problems, we place too much faith in science and technology, and the amount of violence in our society is intolerable.

Until now these criticisms have been lost in a sea of philosophical doublethink. It has been fashionable to argue that Americans have the right to value whatever they please. This argument says that Americans ought to be able to choose to live in the fast lane if they are willing to pay the price of fast lane living. At best this argument is specious. No individual, group or nation has the right to consciously perpetuate values and lifestyles that violate the natural laws of human nature or planetary survival.

Exactly what these laws are has yet to be determined but unless one is blinded by ignorance or superstition, the overwhelming consensus of data suggest that we are not living in ways that encourage human potential or maximize human joy. Clearly, human beings have physiological as well as psychological limitations that are out of "synch" with modern life. We must reevaluate our most fundamental human moral values.

The issue facing American policy makers is not whether American values and American lifestyles should be changed. The issue is whether or not they can be changed - or if it is too late to even try.

There is real irony in the knowledge that the solution to one of the greatest health issues facing the modern world may rest on philosophical principles inherent in the park and recreation profession. For years we have urged America to slow down, put competition in perspective, and to show greater reverance for the natural environment. Long before stress reduction programs

---

[3] Ivancevich, John M., Matteson, Michael T., Stress and Work: A Managerial Perspective, Scott, Foresman & Co., 1980.

[4] Ibid

[5] "Stress: Can We Cope," Time, June 6, 1983

became faddish in business and industry, we struggled to promote the values of exercise, rest, relaxation and recreation in our programs. We have been outspoken critics of the importance placed on winning at all costs. Clearly, the park and recreation profession was among the first to recognize the link between lifestyle and personal health. Yet, it is the paradox of our profession that on the one hand we admonish the world to stop and smell the roses and on the other hand we urge them to fill every waking moment with activity. We curse the evils of excessive competition and sponsor every competitive event that the community will support We advocate ecological sanity and seem to have no qualms about the gas guzzling monsters that permeate our programs and violate the natural world we speak so fondly of.

The Challenge

The challenge to the leadership of the park and recreation profession today is to develop a national strategy to deal with stress. How can we structure our programs to teach values which help us to slow down and get us out of the fast lane? How can we develop programs which give "tranquility" the same respect and priority that is traditionally reserved for "thrill?" How can we structure our programs and our lives according to the dictates of human nature instead of the dictates of a production/consumption mentality?

Someone once said that the two major catastrophes in life are: (1) not being able to realize your dreams and (2) having your dreams come true.

I'm still looking for that second crisis in Ogden.

References

Ivancevich, John M., Matteson, Michael T., Stress and Work: A Managerial Perspective, Scott, Foresman & Co., 1980

"Stress: Can We Cope," Time, June 6, 1983

Winter, Richard E., Ed., Coping With Executive Stress, McGraw-Hill Book Co., 1983

MARKETING AUDIENCES FOR NATIONAL PARK CONCESSIONAIRES

by Donald S. Warder, Ph.D., Professor of Recreation and Park Administration, University of Wyoming

Abstract

Leisure services have become a quarter trillion dollar yearly industry. Increasing visitations to national parks offers private concessionaires operating at those sites an opportunity to increase both service and income. Knowledge of consumers is crucial to the marketing effort. This paper presents profiles fundamental to this unique business sector.

The wealth of information on why individuals participate in leisure pursuits and what the social and personal gains are continues to grow and grow (Buchanan, 1983; Beard and Ragheb, 1980; Tinsley and Kass, 1979; Hawes, 1978). The gain in knowledge of user satisfactions derived from recreation activities is an obvious bonus for the recreation planner and/or manager. McCool (1978) has suggested this information can help in understanding opportunities sought by visitors, enhancing experiences, identifying conflicts and in understanding and identifying specific psychological benefits. It certainly can assist the national park concessionaire in planning marketing strategies, as well as in deciding what goods and services to provide.

Market research has developed well beyond the provision and consumption of simple demographic information. If the "80/20 Rule" is applicable as most marketing professionals believe, that 80 percent of your sales will come from 20 percent of your clients, then we should concentrate on finding out everything we can about those 20 percent. The question then becomes one of trying to identify the characteristics of the 20 percent, and finding out what makes them purchase more than the other.

The answer is probably found in focusing on the 20 percent that are purchasers among the "average" people visiting our national park sites, and who they are. Again, from a marketing perspective it can easily be argued that each concessionaire in the park sites should be involved in a series of analyses - demand, market segmentation, channel, industry and competition analysis. Yet, for the smaller concessionaire limited on research monies or for the larger concessionaire limited by legal restrictions placed upon research in the parks there are some quick answers. The purpose of this paper is to present some quick glimpses at those visiting the national park sites. It is not terribly sophisticated data but it is a clear view of the mass encompassing the purchasing 20 percent.

The average visitor is truly a mythical character (Shafer, 1969) otherwise we would all know exactly to whom to direct marketing efforts, knowing who is doing the purchasing. Visitors to national park sites differ widely in their ages, education, interests and goals, yet a commonality can be determined. Many come to the park site only to enjoy a social outing. In fact, it is safe to assume that nearly all visitors have their park site experience influenced to a greater or lesser degree by sociability (Buchanan, et al. 1981). Typical patterns include family groups, friendship groups of the same age or, as we might expect, friendship groups of different ages. The vast majority of national park site visitors consider them to be places where informality prevails and where the physical environment "encourages" interaction.

These "average" visitors have goals and objectives for their experiences at national park sites which are partially shaped by the frequency of park visits. The more familiar the visitor is with the park site, the more likely they are to seek new experiences that build on knowledge gained during previous visits. Obviously, repeat visitors are likely to be consumers of the more sophisticated services. The extrapolatable conclusions for marketing goods and services should be encouraged by the knowledge that while park sites and other areas do attract new visitors each year, a significant portion of the visitation results from repeat visits by groups who attend regularly. A growing recognition of the visitation patterns of groups suggest an increase in regional travel and lessening in national or extended travel (Peterson, 1975; Taylor and Bradley, 1982).

Specifically, the "average" visitor to a national park site is the typical family tourist. Visitors are family groups with the head of the household having some advanced education, a white collar job and an above average income. They are family oriented, usually active in community, sociable, interested in cultural and educational opportunities - particularly for their children. When questioned, they are in favor of protecting the environment. In essence, they are middle America (Census, 1980).

There are 85.4 million households in the United States with an average of 2.71 persons in each. Married couples tend to visit national park sites at a greater frequency than do couples with children or non-married individuals. The likelihood of visiting national park sites decreases significantly as family size increases. The median family income in the U.S. is $24,600. Obviously, many families have more than one person contributing to the families' income. This ties in with the income for families visiting national park sites averaging between $25,000 to $5,000 per year, although almost a third of the visitor's family income falls within the range of the national median (1982-83 Nationwide Recreation Survey, 1986).

Table 1 provides a visual and numerical reference to the proportions of U.S. adult's household make-up.

TABLE 1

Households - U.S. Population*	
Married Couples	58.6%
Males with Families	2.4%
Females with Families	11.6%
One Person	23.4%

*U.S. Statistics at a Glance

Age is probably the single most important determinant for recreation participation. The age category of 31 to 45 years is most commonly representative of national park site visitors while the U.S. Census (1980) averages are demonstrated in Table 2.

The median age for U.S. women is 32.2 years and for men it is 29 years. The median age for the U.S. population is 31.2 years.

TABLE 2

Age Percentages - U.S. Population*	
Under 5	7.5%
5-17 Years	19.0%
18-24 Years	12.4%
25-34 Years	17.4%
35-64 Years	32.9%
65 and Over	11.8%

*U.S. Statistics at a Glance

Since the vast majority of national park sites are outdoor areas of one type or another, it is important to review the results of the 1982-83 Nationwide Recreation Survey. On the basis that most national park site visitors have above average education, income and are between 31 and 45 years old, it is important to observe those trends. Table 3 provides a glimpse of the five most currently participated in activities for the three factors suggested: education, income and age. It is important to note that contemporary leisure behavior research has not substantiated a relationship between behavior in activities or selection of activities and education or income. Age has been established as an indicator. Income is included here for purposes of allowing concessionaires a view of that aspect of visitors. Education is included from the perspective of designing programs for consumer's intellectual levels.

TABLE 3

Most Popular Outdoor Recreation Activities Participated in Once or More During 12 Months Before Interview by Percentage of Population Participating

Income ($25,000 to $49,999)	
Outdoor Swimming	68%
Visiting Zoos, Fairs or Amusements	62%
Walking for Pleasure	61%
Sightseeing & Swimming in an Outdoor Pool	57%
Driving for Pleasure	56%
Income ($15,000 to $24,999)	
Outdoor Swimming	57%
Visiting Zoos, Fairs or Amusements	55%
Walking for Pleasure	54%
Picnics & Driving for Pleasure	53%
Sightseeing	48%
Education (Completed 4 yrs. College)	
Walking for Pleasure	67%
Outdoor Swimming	66%
Sightseeing	63%
Picnics & Visiting Zoos, Fairs or Amusements	61%
Driving for Pleasure	59%
Age (25-39)(40-49)	
Outdoor Swimmiing	65%-41%
Visiting Zoos, Fairs or Amusements	62%-41%
Picnics & Driving for Pleasure	59%-46%
Walking for Pleasure	58%-53%
Sightseeing	54%-47%

Concessionaires can be sometimes misled by "official NPS" visitor counts and should investigate how accurate the numbers are. Development and purchasing projections might be misleading. In the case of Great Smoky Mountains National Park, the annual count exceeds eight million visits according to the Park's best calculations. After placing traffic counters on all access roads to the Park, the monthly totals from each counter (measured by axle counts) are multiplied by the average number of occupants of a car. When actually investigated, the results indicated that the eight million plus visits only represented 1.46 million different visitors, 300,000 of those were local residents. That figure represents a vastly different visitation figure than the eight million figure used by park planners (Peterson, 1975).

Grand Teton National Park figures suggest that 38.2 percent of their visitation is repeat, averaging 2.2 visits per visitor. While 38 percent of the repeat visitors attend interpretive programs during their second and third, etc. visits, the question remains regarding these repeat visitors use of concession services. Do these repeat visitors spend more or less money with the concessionaires as a result of having visited the site before? These are questions of importance that appear to go unanswered.

Based upon the best available data from a cross-section of park sites and the 82-83 Nationwide Recreation Survey (1980), the "average" national park site visitor is described in Table 4.

TABLE 4

Visitation Analysis by Selected Categories

I. Age	
Children 0-12 yrs	21%
Teenagers 13-17 yrs	15%
Adults 18-61 yrs	44%
Seniors 62 and over	20%
II. Group Affiliation	
Alone	7%
Peer Groups	14%
Organized Tour	17%
Nuclear Family	24%
Extended Family	16%
Multiple Family	11%
Partial Family	9%
III. Special Populations	
Handicapped	.5%
Non-English Speaking	2.4%
Minority	4.0%
IV. Visitation by Origin	
Local Residents	32%
Regional Residents	33%
National	27%
International	8%
V. Duration of Stay	
Home Based Day Users	58%
Through Visitors (1 night)	38%
Extended Users (2 plus nights)	3%
VI. Activity Selection	
Concomitant to Site's Primary Resource	15%
Constituent to Site's Primary Resource	61%
Contingent to Site's Primary resource	25%

Special populations (item II in Table 4) receive appropriate attention, special facilities and brochures are but two examples of this. Minorities have been included in the table as a special population. It is interesting to note that there are twice as many international visitors to our parks as there are minorities who live in this country. One reason that has been expressed informally is that parks are perceived as "white people's playgrounds." Another is possibly found in the general description of the visitor being above average in income and education

and holding a white collar job. Whether this is a cause or effect is unknown at this point. We are certainly aware that at certain sites, due in large part to their location, minorities' use percentages are considerably higher. This may be another marketing area previously under-utilized.

One of the dependable verities of human behavior is that people tend to persist in doing things they find to be both rewarding and enjoyable. As humans, visiting a variety of park sites - many for the second or third time, we want to maximize our gains and minimize our losses.

International visitation to our park sites is in the neighborhood of 8 percent annually. Table 5 indicates the large number of foreign visitors to this country in comparison to U.S. citizens traveling abroad.

TABLE 5
Total Traveler Balance in Millions - U.S. and All Foreign Countries

Foreign Visitors to the U.S., 1985	21.72
Americans Traveling Abroad, 1985	28.91
Foreign Visitors to the U.S., 1986	22.54
Americans Travelling Abroad, 1986	23.00

Of importance to concessionaires is the origin of foreign visitors (Table 6) and the projected purposes of the largest single group's (Canadians) visits (Table 7). Table 8 indicates the destination of Canadians when coming to the U.S.

TABLE 6

1985 Foreign Arrivals to the U.S.	
Canada	51%
Europe	14%
Mexico	13%
Asia	11%
South America	4%

TABLE 7

1984 Reasons for Canadian Travel to the U.S.	
Visit Friends/Relatives	36%
Spend Time at a Vacation Spot	39%
City Sightseeing	26%
Rural Sightseeing	14%
Outdoor Activities	11%
Shopping	17%

TABLE 8

Canadian's Interest in Vacations to U.S. Destinations in Next Two Years	
Northeastern	17%
Northcentral	7%
Northeastern	10%
Southeastern	21%
Southwestern	32%
Alaska	13%
Hawaii	37%
Caribbean	35%

Special Assistant to the Secretary of Commerce, Louise Weiner (1980), has suggested that the travel industry ignores the existing national and international interest in American cultural resources. It is supportable that visitors to historic sites will tend to seek other historic and/or cultural sites for visitation (Warder and Raile, 1984). One marketing approach to be taken advantage of is to compliment energies by cities or states exemplified by the "I Love NY" campaign or Louisville's rich tradition in regional theater and architectural perservation. In addition, and more specifically for consessionaires in national park sites would be the ready availability of foreign students temporarily housed in American universities. This population can increase a concessionaire's access to multiple language capabilities, creating a particularly hospitable environment for the international visitor.

On the basis of understanding who the visitors are and where they are traveling, the question then becomes how best to market the particular services and goods available within the national park site. Taylor and Bradley (1982) have suggested expenditures for per-party-per-day at $95 at an average national park site and a $29 per-person-per-day figure. Overall, expenditures for leisure activities and tourism are second only to the world wide expenditures for defense. It is a mega-industry. Older parks have had a greater period of time to have become part of the American consciousness, thus attracting greater visitation. Yellowstone or Yosemite have been implanted in the minds of Americans and even most international travelers, yet a more recently established site such as Biscayne has not become part of that consciousness. The end result is that some areas do need to be marketed while others need only be reinforced.

Among the states making up the Old West Trail Foundation, Montana, Nebraska, North Dakota, South Dakota and Wyoming only one has based their advertising budgets on market research. The rest tend to design their marketing around "intuitive" efforts, efforts not altogether misdirected. While visitation to park sites in these states is rising and falling annually, the region is experiencing a 3 to 8 percent rise in tourism.

John Wilson of Montana's Department of Commerce, Tourism Promotion Unit, suggests their efforts have proven successful as a result of their research efforts. His evidence (Fleming and Wallwork, 1985; Department of Management, 1984; Wendt, 1985) suggests that women tend to make a majority of vacation decisions and as a result a great proportion of Montana's efforts are directed toward magazines with an orientation for women. Recognizing the regional emphasis for most vacationers, they attempt to provide a strong proportion of their advertising approach there.

Social science researchers haven't been collecting appropriate data which accurately tells us what we need to know. At best, visitor counts reflect annual visitations only in a general sense. We haven't consistantly collected data nor have we collected a consistant type of data. That is compounded by not really knowing what the park sites need or what will best serve the concessionaires within the park sites.

Visitations to many park sites are down, we can no longer depend upon the attraction of the site serving our marketing needs. Concessionaires need to help direct research efforts that will provide information necessary to manage a resource and a business.

All of us are tourists, we all seek enjoyable and satisfying experiences. Possibly now is the time for concessionaires to realize that they have an opportunity available - an opportunity to cooperatively attempt to attract a greater range of visitors into national park sites. Park sites are the attractors,

BEST COPY AVAILABLE

the public needs to know there are services available to aid them in enjoying these areas to maximize satisfaction.

References

Beard, J.G. and Ragheb, H.G. 1980. "Measuring Leisure Satisfaction." Journal of Leisure Research 12(1): 20-33.

Buchanan, T. 1983. "Toward an Understanding of Variability in Satisfactions Within Activities." Journal of Leisure Research 15(1): 39-51.

Buchanan, T., Christensen, J. and Buroge, R. 1981. "Social groups and the meanings of outdoor recreation activities." Journal of Leisure Research 13(3): 254-266.

Department of Management. 1984. "Montana Tourism Marketing Research Project" (unpublished). College of Business, Montana State University. Bozeman, Mt.

Fleming, N. and Wallwork, S. 1985. "Relative Effectiveness of Montana Travel Promotion Efforts" (unpublished). Bureau of Business and Economic Research, University of Montana. Missoula, Mt.

Hawes, D.K. 1978. "Satisfactions derived from Leisure-time pursuits: an exploratory nationwide survey." Journal of Leisure Research 10(4): 247-264.

McCool, S.F. 1978. "Recreation activity packages at water based resources." Leisure Sciences 1(2): 163-173.

Nationwide Recreation Survey. 1986. Sponsored by the U.S. Department of the Interior, U.S. Department of Agriculture and the U.S. Department of Health and Human Services. Washington, D.C.

Peterson, K.I. 1975. "Marketing research and the planning process: a case history: Great Smokey Mountains National Park." The Impact of Tourism. The Travel Research Association Sixth Annual Conference Proceedings, San Diego.

Shafer, E. 1969. The Average Camper Who Doesn't Exist. U.S. Forest Service Research Paper NE-142. pp. 1-27.

Superintendent of Documents. 1980. U.S. Census. Washington, D.C.

Taylor D. and Bradley E. 1982. "Recreation and Tourism in the Jackson Hole Area" (unpublished). Agriculture Extension Service, University of Wyoming. D-787.

Tinsley, H.A. and Kass, R.A. 1978. "Leisure Activities and Need Satisfaction: a replication and extension." Journal of Leisure Research 10(3): 191-202.

Warder, D. and Raile, D. 1984. "Knowledge Retention and Satisfaction from Interpretive Methods." A paper presented at the 1984 Symposium and Leisure Research. Orlando, Florida.

Wendt Public Relations. 1985. 1986 Media Plan Options. Great Falls, Mt.

Wiener, L. 1980. "Cultural resources: an old asset - a new market for tourism." Marketing and Management Issues. pp. 187-192.

AN AREA REALIGNMENT STUDY OF VIRGINIA SPECIAL OLYMPICS

Dr. Joseph L. Wilson, University of Northern Iowa

Abstract

The purpose of this study was to gather responses from key Virginia Special Olympics' volunteers about their perceptions of issues and concerns relating to the realignment of the geographical areas of service for Virginia Special Olympics, Inc. A Responsive Evaluation was done in four phases. The results are presented in descriptive form.

Introduction

Special Olympics has the unique opportunity to provide physical fitness activities, training in sports and competition in athletic events for the mentally retarded adult and child. This program is currently provided in all fifty states and in several foreign countries. Special Olympics allows all ability levels, all ages and both sexes to be assigned to divisions that best suit the individual athlete's performance level.

Almost all regular Olympic sports are offered through the sixteen official sports or as demonstration sports. Athletes receive training at the local level and then compete at Olympic-type events/games which are held throughout the year at the local, area and state levels. Every athlete has an equal chance to advance to the Special Olympics International Games at his/her performance level. The games provide all the excitement and pageantry of regular Olympic Games with opening and closing ceremonies, awards presentations and associated activities.

The success of Special Olympics can be seen in the confidence and positive self-image that the mentally retarded athlete demonstrates while involved in successful athletic events. Many teachers feel that these events help retarded children to increase their skills in the classroom. Mentally retarded adults learn skills that carry over to their jobs and daily living needs. The most important thing about Special Olympics is not winning, but that the retarded individual has a chance to participate.

Virginia Special Olympics, Inc. (VSO) has shown progressive growth in programs and leadership over the past eighteen years. There are currently twenty-one service areas throughout the state. Each area is directly accountable to the state office and is regulated by the by-laws of VSO.

One of the most pressing problems facing VSO has been to equalize the opportunities for involvement of athletes and volunteers by adjusting the geographical boundaries of its service areas. Until late 1984 there were nineteen areas but because of the increasing problems of coordination and programming, the area in southeastern Virginia was divided into three service areas. Also the Lynchburg area and the State Training Center were combined into one area. The understanding was that VSO would continue to function in this alignment until a state-wide realignment study could be completed. The Board of Directors authorized the evaluator to conduct such a study.

The Study

The evaluator identified the following perceived and real issues concerning Virginia Special Olympics which were considered for this study:

1. The ideal number of participants in an area-wide program was felt to be between 700-1000. Some areas had more participants than this which contributed to logistic and programming problems. Some areas had fewer participants and therefore adequate competition in some age and sex categories was harder to attain.

2. In many areas growth had been so fast and support so good that the participants would have benefitted from realignment of the boundaries to accommodate this growth.

3. The geography of many areas was such that it was very hard to coordinate efforts. Some areas were long and narrow, some crossed mountains and some required participants to drive over one hundred miles.

4. If an area was made up of two or more counties, there were times when the dominant county had total control. The other counties had little input, had further to travel and had fewer opportunities for quality instruction, facilities and support.

5. There was a tendency for business people to support programs in their local area. Therefore, some areas had problems raising support funds because local businesses felt that they would not be supporting a program in their local area.

6. Many areas crossed school district, county and legislative lines making it more difficult for families, volunteers and sponsors to feel like they had a voice in the overall program.

7. Some area personnel did not fully coordinate multi-use areas and/or they did not have the skills to work with large boundaries or large numbers of people.

8. Local facilities for training and carrying out local events had been slow to respond to the need because of the possibility that no games would actually be held near them.

This study was concerned specifically with area realignment; but, if the above factors had not been taken into consideration, a successful realignment study would have been difficult to achieve. This is not to say that all points raised had to be met but that recruiting new athletes and volunteers, and keeping the old, would be easier if they felt they were working within a structure that provided the best possible program and which provided them an opportunity to have input into its policies.

Little change had taken place in Virginia Special Olympics' service areas since the mid-seventies. The VSO Board of Directors' most recent five-year plan had included the need for area realignment. This policy was stated in the plan as follows: "Adequate staff and committee personnel will be available to assist area/county programs on a regular basis. Each area will be reduced to a size no bigger than that which the area coordinator is capable of handling. This will be ac-

complished by developing new areas where the current areas are too big, with board approval of the changes (VSO, 1983)."

For this study the evaluator looked at the current service areas used by Virginia Special Olympics. The problem of the study was to determine attitudes and feelings of key Special Olympics volunteers and staff as to the overall need for area realignment. This study then ascertained the preferences of the group for potential area alternatives by the use of a written questionnaire and verbal interviews.

Limitations of the Study

The evaluator only collected data from the volunteers and staff identified as key personnel by Virginia Special Olympics, Inc.

Research Design

The format for this study was the use of a Responsive Evaluation. The focus of a Responsive Evaluation is the concerns and issues of stakeholding audiences. A stakeholding audience is a group of persons who are involved in or affected by the entity being evaluated. A concern is any matter about which a stakeholder feels threatened or any claim that they want to substantiate. An issue is any point of contention among stakeholders. Concerns and issues provide a much wider focus for evaluation than the behavioral objectives of traditional evaluation. Responsive Evaluation relies extensively on methods of subjective inquiry to gain insight into concerns, issues and related matters (Borg and Gall, 1983).

The Responsive Evaluation was done in four phases. Phase One was the development of an understanding of the concerns, issues and values of Virginia Special Olympics through discussions with volunteers, the executive director and the president of VSO. Phase Two involved the development of a contract between the evaluator and the Board of Directors of Virginia Special Olympics, Inc. This contract covered the entity to be evaluated, records, purpose, confidentiality and other pertinent information. Phase Three involved the development and use of a questionnaire, "An Area Realignment Survey of Virginia Special Olympics, Inc.," which was used to solicit opinions from key personnel regarding the above concerns, issues and values. Also, interviews were held with the Area Coordinators. The final phase was a formal report of the findings of the study and recommendations.

Methods of Analysis

A sample questionnaire was developed using Dillman's (1978) suggestions. This instrument was pre-tested for clarity, content and format.

The revised questionnaire consisted of thirty one forced-response and open-ended questions plus a demographic section. The open-ended questions were used to probe ideas further and to enhance incomplete or inadequate forced-response categories.

The data were analyzed through the use of the Statistical Package for the Social Sciences (SPSS). Cell and Row frequencies and percentages were completed for each question.

The questionnaire was sent to 222 key Special Olympics volunteers and to three paid VSO staff members. Of the 225 surveys which were mailed, 218 were deliverable and seven were returned by the post office.

The key volunteers comprised a special mailing list because of their direct involvement with VSO's services to the mentally retarded citizens of the Commonwealth of Virginia. These volunteers were responsible for the coordination of each of the twenty-one VSO areas. The intent of VSO was to have each committee or position filled by trained volunteers and staff and to have as equal representation among all the areas as possible. The VSO positions these volunteers filled were Area Coordinators, Area Chairpersons, Area Program Coordinators, Area Outreach Coordinators, County Coordinators, State Public Relations Chairperson, State Games Committee members, State Public Education Chairperson and State Training Chairperson. The paid staff positions were two Assistant Executive Directors and the State Funding Director.

By the final deadline 170, or 78%, of the surveys had been returned. As each respondent returned the survey a letter of appreciation for his/her participation was sent.

Survey and Interview Findings

The questionnaire was divided into the following seven sections: Time/Distance, Financial, Organizational Structure, Population, Training/Games, Geographical Considerations and Demographic Data.

Several respondents chose not to respond to every question. The percentages only reflect the responses of the people who answered a question.

Generally only the questionnaire choice receiving the largest percentage of responses is given in this abbreviated report. The results are presented in descriptive form.

Time/Distance

In section A of the survey the respondents were asked four questions about the amount of travel time and distance that was involved in meeting their responsibilities to Virginia Special Olympics.

Of the 161 respondents to question one, 28, or 17.4%, indicated that they attended two meetings a month. The state-wide average yearly attendance was 10.2 meetings.

Question two asked for the maximum number of miles one way that the respondents drove to a meeting, training session or event in their area. Of the 165 respondents to this question, 50, or 30.3%, indicated that they drove between 16 and 30 miles.

Question three asked for the amount of travel time one way that the respondents drove to a meeting, training session or event in their area. Of the 164 respondents to this question, 44, or 26.8%, indicated that they drove between 16 and 25 minutes.

Question four asked the respondents to indicate the greatest number of miles one way that a volunteer should have to travel in order to attend a meeting, training session or event in their area. Of the 165 respondents, 91, or 55.2%, indicated that a volunteer should only be expected to travel between 16 and 30 miles.

Financial

In section B of the survey the respondents were asked five questions to determine how they perceived the financial support in their area and about their personal expenditures in carrying out their volunteer position.

Of the 157 respondents to question five, 105, or 66.9%, indicated that their area budget was currently maintaining quality training programs and area games. Several of the remaining 52, or 33.1%, who answered "no" indicated that there was a lack of funds to carry out training programs, for transportation and for buying equipment.

In question six the respondents were requested to indicate their perception of the current level of financial support from businesses and civic groups to their area events. Of the 163 people responding to this question, 104, or 63.8%, indicated that financial support for their area was good to excellent.

Of the 153 respondents to question seven, 120, or 78.4%, indicated that there would be no change in business or civic group support if their area's geographical boundaries were changed.

In question eight the respondents were requested to indicate how much of their own money they spent in their volunteer position each month. Spending ran from as low as $2.00 per month to as high as $100.00 per month. Of the 111 respondents, 19, or 17.1%, indicated that they spent $10.00 per month. The state-wide average monthly spending was $21.30.

In question nine the respondents were asked how much of the amount they spent was reimbursed by Virginia Special Olympics. Of the 161 respondents, 118, or 73.3%, indicated that they did not receive any reimbursement from Virginia Special Olympics; and 12, or 7.5%, indicated that they received complete reimbursement. Several respondents commented that they do not ask VSO for reimbursement of personal funds spent.

Organizational Structure

In order to better understand the respondent's perceived ideas of organizational structure, Section C, questions ten through fifteen, dealt with possible problem areas. In each question the respondent was given the opportunity to explain if he/she perceived a problem.

Question ten asked if there was anything that hindered the area councils from effectively managing the overall needs of the areas. Of the 160 respondents, 99, or 61.9%, answered "yes." Some of the problems noted were the difficulty in finding a good time to get the whole council together, the tendency of some members to try to monopolize the group, too few council members, large distances to travel, lack of participation by some members, communication problems, not having enough volunteers, uncooperative school systems and the lack of funds.

Question eleven asked if there were any problems between the local programs and the area programs. Of the 161 respondents, 67, or 41.6%, answered "yes." Some of the problems noted were fundraising, communication, inadequacy of training programs, lack of volunteers, lack of school support and territorial issues.

Question twelve asked if there were any problems between the local programs and the state programs. Of the 159 respondents, 39, or 24.5%, answered "yes." Some of the problems perceived were communication, sharing of funds, rule and policy changes, the lack of some events at the state level, financial accountability, medical forms, the limit on the number of athletes an area can send to state games and the high cost of travel to state events.

In question thirteen the respondents were asked if they felt there was anything which hindered them from effectively managing their volunteer job responsibilities. Of the 161 respondents, 84, or 52.2%, answered "yes." They felt that lack of adequate time to spend on their responsibilities, poor or late information from the area or state levels, not having enough volunteers, a shortage of funds and communication were problems.

Question fourteen asked if there was a need for more volunteer job positions to lessen individual responsibilities at the area level. Of the 158 respondents, 94, or 59.5%, answered "yes." The general feeling was that there were not enough good volunteers to carry out the job functions currently developed. Many people commented that more positions weren't necessarily needed, just more people.

Question fifteen asked if there was a need for full-time paid area coordinators. This idea received very strong support. Of the 157 respondents, 101, or 64.3%, indicated "yes." Most respondents felt that this would improve communication, training programs, area games and fundraising because the position takes a lot of time and effort and competes with the individual's regular job and other responsibilities. Several respondents felt that a part-time position would be adequate.

Population

Section D of the survey was designed to receive input from the respondents about the services provided to the athletes involved in Virginia Special Olympics.

Question sixteen asked the respondents if the current area structure allowed them to educate the public about the mission of Special Olympics. Of the 163 respondents to this question, a large group, 127, or 77.9%, answered "yes." The concerns of the 36, or 22.1%, who answered "no" were focused around lack of direction on how to use public relation tools, lack of training and resources, areas being too large and lack of good media services.

Question seventeen asked whether the area structure was capable of recruiting, interviewing and training Special Olympics' volunteers. Of the 162 respondents, 104, or 64.2%, indicated "yes." The 58, or 35.8%, who answered "no" commented that it was difficult to recruit volunteers because of the large size of their areas, their volunteer committee was not well organized, there was not enough time or money to do it well and volunteer training was poor or non-existent.

Question eighteen asked whether the respondents felt that their current area structure was capable of handling the anticipated growth in the number of mentally retarded children and adults served. Of the 155 respondents to this question, a very large group, 131, or 84.5%, answered "yes." The comments of the 24, or 15.5%, who said "no" were that there was a need for more volunteers, more training programs, more facilities, more money and better transportation.

Of the 155 respondents who answered question nineteen, a substantial number, 67, or 43.2%, indicated that between 76 and 225 athletes participated in their area's Summer Games.

Of the 142 respondents who answered question twenty, 39, or 27.5%, indicated that more than 55 athletes participated in Winter Games; while 22, or 15.5%, indicated that no athletes from their area participated in Winter Games.

Training/Games

Section E of the survey dealt with some concerns relating to the participation of mentally retarded athletes in Special Olympics.

Of the 152 respondents to question twenty-one, 57, or 37.5%, chose 16-30 as the ideal number of athletes for a good training program. Of the 159 respondents to question twenty-two, 82, or 51.6%, chose 76-225 as the ideal number of athletes for a good area competition. Of the 166 respondents to question twenty-three, 130, or 78.3%, chose 8-20 miles as the maximum number of miles one way that an athlete should be expected to travel to a training program. Of the 168 respondents to question twenty-four, 85, or 50.6%, chose 16-30 as the maximum number of miles one way that an athlete should be expected to travel to attend area games.

Of the 153 respondents to question twenty-five, 97, or 63.4%, preferred that training programs for athletes be conducted in small groups at the local level. Of the 156 respondents to question twenty-six, 42, or 26.9%, preferred that training programs for volunteers be conducted in large groups at the area level. Of the 164 respondents to question twenty-seven, 93, or 56.7%, chose local games, area games and state games as the best competitive route for an athlete to advance to state games.

Geographical Considerations

In Section E of the survey the respondents were asked four questions pertaining to geographical considerations for area realignment.

In question twenty-eight the respondents were asked if there were natural and/or man-made barriers to travel within their area. The respondents were asked to circle as many as applied. Only 92 responses were made to this question. Of that number 62, or 67.4%, indicated that an excessive number of miles to travel was the biggest geographical concern.

In question twenty-nine the respondents were asked if their involvement with Special Olympics would change if their area was made smaller. Of the 164 respondents, 143, or 87.2%, indicated that their involvement would remain the same.

In question thirty the respondents were asked to choose from among city boundaries, county boundaries, school district boundaries and Virginia legislative boundaries and to pick the one which they felt would help them better serve Special Olympics. Of the 149 respondents, 87, or 58.4% felt that the boundaries would have no effect on their service.

Question thirty-one asked the respondents if they thought that their area's boundaries needed to be realigned. Of the 158 respondents to this question, 105, or 66.5%, indicated "no." The 53, or 33.5%, who indicated "yes" gave as reasons in favor of realigning the area boundaries that the current areas were too large and therefore required too much travel time, each county needed to be an area and that something needed to be done to involve the rural areas more.

Demographic Data

Of the 170 respondents 60.2% were between 26 and 35 years of age, 74.0% were female, 91.8% were white, 57.8% were married, 45.9% had Bachelor's Degrees, 55.7% listed education as their occupation and 32.9% indicated that their family income was over $35,000.

Area Coordinator Interviews

The evaluator attempted to formulate questions that would gather more in-depth knowledge about each area and the direct feelings of each of the twenty-one Area Coordinators about realignment.

All of the Area Coordinators knew at least a little about the developmental history of Special Olympics in their area. By a two to one margin, 14-7, they indicated that they had enjoyed being an Area Coordinator. Most programs had been going well. The negative comments were about factors such as a lack of time, lack of funds and lack of support.

Other than Area 1's full-time paid Area Coordinator, the rest are volunteers and put in on the average 15+ hours a week on Special Olympics' business.

Some of the resentments and disappointments with their job as Area Coordinator came from factors such as financial problems, accountability, lack of training programs for the athletes and volunteers, transportation problems, lack of local support and participation, not having enough time to do a good job, communication, lack of support from schools, lack of facilities, lack of good quality and quantity of volunteers, and travel time and distance in the performance of their Special Olympics duties.

Some of the positive feelings about being an Area Coordinator came from factors such as improved training, getting more volunteers, people starting to work together and the satisfaction of seeing the growth and development of the athletes.

In response to the evaluator's question about why the Board of Directors asked for an area realignment study, most Area Coordinators said that it was because the geographical boundaries were too large and the numbers of sponsors, facilities and athletes were not equal among the areas.

The Area Coordinators were asked which areas other than their own needed to be realigned. Five areas were mentioned the most frequently.

When asked about their own areas, twelve Area Coordinators felt that their areas were fine as they were and did not recommend changing them. Eight other Area Coordinators felt that their areas needed to be smaller in order to better serve the athletes, to get more volunteers and to decrease travel time and distance. Only one Area Coordinator felt that his area should be larger to incorporate a larger community and more sponsors.

Overall the Area Coordinators felt that families of Special Olympians were very supportive but added that many of the families had limited involvement with Spe-

cial Olympics. Support from sponsors was good in almost every area, yet everyone said that they could use more money. Volunteer support was reported as very good in almost every area but almost all reported a lack of members for their local administrative committees. One area reported so many regular volunteers on the day of events that the number of volunteers had to be limited.

In general the Area Coordinators seemed to enjoy their work and spent a lot of time doing their jobs.

The Purpose and Significance of the Study

The purpose of this study was to focus on the realignment of service area boundaries which would enable Virginia Special Olympics to better meet its stated mission. The collected data revealed the boundaries which volunteers and staff determined were best for encouraging optimum participation by mentally retarded individuals and volunteers in the Special Olympics program. The suitability of a service area's boundaries was most affected by the following factors: travel time and distance, expenses, instructional training, facilities, sponsors, number of volunteers and personal geographical preferences.

The significance of this study was to contribute to the knowledge base of Virginia Special Olympics, Inc. and to enable it to make immediate decisions about area realignment and thereby to fulfill a major goal of its most recent five-year plan.

The results of this study could be useful to the National Special Olympics office and to each of its chapter affiliations. No other chapter had attempted such an indepth study to determine if its areas were meeting the needs of its participants. This study could provide information to other chapters to enable them to better plan for growth and program development. This study might also serve as an instrument for other chapters to use while engaged in similar realignment studies.

Conclusions

In order for the Board of Directors of Virginia Special Olympics, Inc. to make an informed decision about area realignment two conclusions were made from this study.

First, the current geographical areas of VSO were not providing equal and effective programs and services.

Second, the current twenty-one areas of VSO were not similar in regard to the number of participants, volunteers, sponsors, finances and the number of miles driven to training programs and games.

These conclusions were based on the findings of the seven sections of the survey and the interviews with the Area Coordinators.

Recommendations

The following recommendations were presented to the Board of Directors of Virginia Special Olympics, Inc.:

1. The current boundary lines for Areas 3, 15, 16, 17, 19 and 24 should be closely evaluated for possible realignment. The survey results and the Area Coordinators' comments indicated that a change was needed in each of these areas.

2. The current boundary lines for Areas 1, 6, 11 and 18 should also be evaluated even though the majority of the respondents answered "no" to question 31 which asked if they thought their area's boundaries needed to be realigned. The responses and comments made to other questions in the survey reflected a possible need for realignment of these areas as well.

3. Driving time and distance are major factors in any realignment decision. In the surveys and in the interviews these were indicated to be current problems which needed to be reduced to gain better athlete and volunteer involvement.

4. Although funding sources were improving in several areas, some Area Coordinators expressed concern about the lack of larger communities or larger businesses in their area. Any realignment would hopefully include these resources for each area.

5. It was recommended that each area provide programs which would encourage a greater number of athletes to participate in VSO. These programs should include small training groups at the local level. The majority of the people responding to the survey felt that 225 athletes would be the ideal number of athletes for Area Summer Games. The current competitive route (local to area to state games) seemed to be working well and did not warrant being changed.

6. It was recommended that the Board of Directors consider the possible need for paid Area Coordinators. Even though this is a large volunteer organization, the majority of respondents felt that paid Area Coordinators were needed to improve communication and coordination within the program.

References

Borg, W. R., & Gall, M. D. Educational Research: An Introduction (4th ed.). New York: Longman Inc., 1983.

Dillman, D. A. Mail and Telephone Surveys: The Total Design Method. New York: John Wiley and Sons, 1978.

Virginia Special Olympics, Inc. "Articles of Incorporation of Virginia Special Olympics, Inc.," Virginia Special Olympics Handbook. Richmond, Virginia: Author, 1983.

Department of Health,
Physical Education,
Recreation and Dance
Weber State College
Ogden, Utah 84408-2801

Nonprofit Org.
U.S. POSTAGE
PAID
PERMIT No. 151
OGDEN, UTAH

7th

INTERMOUNTAIN LEISURE SYMPOSIUM

NOVEMBER 20, 1986

WEBER STATE COLLEGE, OGDEN, UT